

AD-A130 239

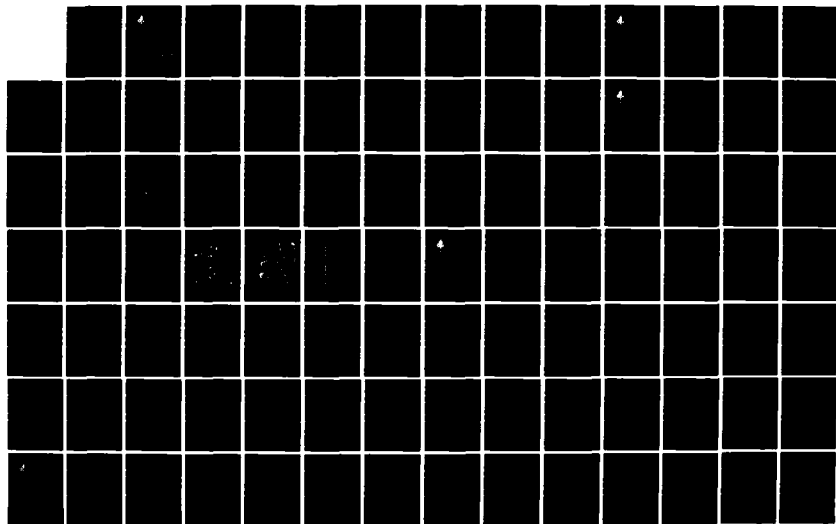
FBSEP (FUNCTIONAL BASIC SKILLS EDUCATION PROGRAM) RADIO 1/7
TELETYPE OPERATOR.. (U) PERSPECTIVE INSTRUCTIONAL
COMMUNICATIONS INC SAN DIEGO CA 30 JUL 83

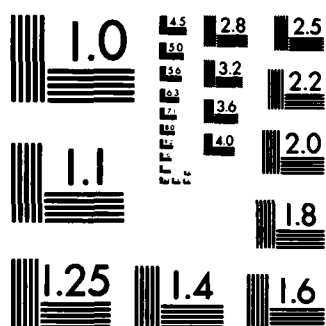
UNCLASSIFIED

DABT60-81-C-0027

F/G 5/9

NL





MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

12



FBSEP

RADIO TELETYPE OPERATOR

MOS 05C10

LEARNING SUPERVISOR GUIDE

FOR SELF PACED

05C FBSEP LESSONS

DABT60-81-C-0027

per Form 50

ADA 130239

DTIC FILE COPY

DTIC
ELECTE
JUL 12 1983
S E D

83 07 12 029

This document has been approved
for public release and sale; its
distribution is unlimited.

LEARNING SUPERVISOR GUIDE

FOR SELF PACED

05C FBSEP LESSONS

1. Give the student the Student Guide for this lesson.
2. Direct the student to read the cover page to determine prerequisites, materials required, and type of lesson.
3. Direct the student to proceed through the lesson until he/she has completed and corrected the Practice Exercise(s) and read the Explanations to the Practice Exercise(s).
4. Lessons C-05, C-06, C-07 and C-08 require audio tapes. Tell the student to notify you when he is ready for the audio tape.
5. Ask the student if he/she needs additional assistance before the Lesson Test. If yes, go over the Explanations to the Practice Exercise(s) with the student.
6. Give the student the Lesson Test.
7. Correct and score the Lesson Test in accordance with the Answer Key.

If the student passes the test, direct him/her to the next lesson assignment.

If the student fails the test, have him/her proceed to the Remediation Section and complete and correct the Remediation Exercise(s) and read the Explanations to the Remediation Exercise(s).

8. Ask the student if he/she needs additional assistance before the Remediation Test. If yes, go over the Explanations to the Remediation Exercise(s) with the student.
9. Give the student the Remediation Test.
10. Correct and score the Remediation Test in accordance with the Answer Key.

If the student passes the test, direct him/her to the next lesson assignment.

If the student fails the test, refer him/her to Counseling.

11. Fifty-two of the sixty-six lessons in this course are self paced. Each self paced lesson has been designated a suggested time. These times are only to be used by the learning supervisor as a guideline in scheduling. Self paced lessons are intended to be exactly that. Neither student nor learning supervisor should feel pressured to finish within a certain time framework.

Following is a complete list of the self paced lessons and their suggested times.

<u>Self paced Lesson</u>		<u>Hours</u>
A-01	Understanding FBSEP	1
A-06	Memorizing Meanings of Prowords	3
A-07	Memorizing Meanings of Prosigns	4
A-08	Identifying Relationships Between Prowords and Prosigns	3
B-01	Identifying the Organizing System of a Soldier's Manual	2
B-02	Using the Organizing System in the Soldier's Manual	1
B-03	Identifying the Organizing System of a Technical Manual	2
B-04	Using the Organizing System in a Technical Manual	2
B-05	Finding Information in a Table of Contents	1
B-06	Finding Information in an Index	2
B-07	Finding Information in Text	3
B-08	Finding Information in an Illustration	2
B-09	Finding Information in Tables	2
B-10	Finding Information in Diagrams	2
B-11	Finding Information in Manuals	3
B-12	Matching Terms with Their Definitions	2
B-13	Matching Terms with Their Definitions	2
B-14	Matching Terms with Their Definitions	2
LSG		4
05C	FBSEP	

Accession For	
NTIS GRA&I	<input checked="" type="checkbox"/>
DTIC TAB	<input type="checkbox"/>
Unannounced	<input type="checkbox"/>
Justification	
By _____	
Distribution/	
Availability Codes	
Dist	Avail and/or Special
A	



<u>Self paced Lesson</u>	<u>Hours</u>
B-15 Matching Terms with Their Definitions	2
B-16 Matching Terms with Their Definitions	2
B-18 Integrating Information to Form Concepts: Message, Radio Sets, Teletypewriter Sets	4
B-19 Integrating Information to Form Concepts: Antenna, Generator	2
B-20 Integrating Information to Form Concepts: Security, ECM/ECCM	2
B-21 Integrating Information to Form Concepts: Operator and Maintenance MOS, Manuals	2
B-23 Comprehending Reading Passages on Topics Related to Radio Teletype Communication	2
B-24 Comprehending Reading Passages on Topics Related to Radio Teletype Communication	2
B-25 Comprehending Reading Passages on Topics Related to Radio Teletype Communication	2
B-26 Comprehending Reading Passages on Topics Related to Radio Teletype Communication	2
B-27 Comprehending Reading Passages on Topics Related to Radio Teletype Communication	1
B-28 Deciding if Information is Missing in a Message	2
B-29 Deciding if Information in a Message is in Error	2

<u>Self paced Lesson</u>	<u>Hours</u>
B-30 Detecting Problems in Messages	2
B-31 Finding Information in Illustration Using Text	4
C-03 Arranging Single Letters in Alphabetical Order	1
C-04 Arranging Letter-Number-Letter Groups in Alphanumeric Order	1
C-05 Spelling Commonly Used Military Words	1
C-06 Spelling Commonly Used Military Words	1
C-07 Spelling Commonly Used Military Words	1
C-08 Printing Text of Message Presented Orally	3
D-01 Changing Civilian Time to Military Time	1
D-02 Adding Hours to Military Time	1
D-03 Subtracting Hours from Military Time	1
D-04 Adding or Subtracting Hours Moving Across Days	1
D-05 Adding Two Numbers which Contain Decimals	1
D-06 Subtracting Two Numbers which Contain Decimals	1
D-07 Finding 10% of a Number	1
D-08 Finding Numbers which are 10% Above and Below a Given Number	1

<u>Self paced Lesson</u>	<u>Hours</u>
D-09 Multiplying a 5-digit Number by a 1-digit Number	2
D-10 Subtracting 5 or 6-digit Numbers	1
D-11 Dividing 7-digit Numbers by 6-digit Numbers	2
D-12 Rounding off a Number Containing Two Decimal Places to the Nearest 10th	1
D-13 Dividing 468 by a Number Containing a Decimal	1
D-14 Dividing 468 by a Number Containing a Decimal and Rounding off the Answer to the Nearest 10th	2



FBSEP

RADIO TELETYPE OPERATOR

MOS 05C10

LEARNING SUPERVISOR GUIDE

05C FBSEP LESSON A-01

UNDERSTANDING FBSEP

PREREQUISITES: None

MATERIALS REQUIRED: 8 Overhead Transparencies

TIME REQUIRED: 1 hour

TYPE OF LESSON: Group or self paced

LEARNING SUPERVISOR GUIDE

05C FBSEP LESSON A-01

UNDERSTANDING FBSEP

Section 1: Introduction

1. Sequence of Lessons

Show Transparency 1 (Map of Sequence of FBSEP and 05C AIT Lessons).

Explain the following:

Map shows order of FBSEP lessons and how they fit in with the 05C AIT lessons.

Most of lessons come before or at beginning of 05C AIT Course. This is because they are designed to prepare student for 05C AIT.

2. Objective

Show Transparency 2 (Objective of Lesson).

Read the objective aloud to class.

Explain that the "scope" of FBSEP refers to the material that it will cover, or what will be taught.

3. Generality

Show Transparency 3 (What do we need to find out?)

Explain that this lesson will answer five questions.

Read the five questions aloud to class.

Section 2: Presentation

1. What is the meaning of FBSEP?

Show Transparency 4 (FBSEP = Functional Basic Skills Education Program).

Explain the following:

Functional, in this case, means related to the job.

Basic skills are skills that are needed to do other jobs.

Ask students the following:

What does the EP stand for?

ANSWER: Education Program

What does the BS stand for?

ANSWER: Basic Skills

What does functional mean here?

ANSWER: job-related

2. What is the purpose of FBSEP?

Show Transparency 5 (Picture of 4 Baseball Skills).

Ask students what skills they need to develop if they want to be good baseball players.

ANSWER: running, batting, catching, throwing, etc.

Explain the following:

Purpose of FBSEP is to teach the basic skills needed to succeed in the 05C AIT Course.

Each lesson teaches a specific skill related to tasks student will be learning.

The time spent on FBSEP lessons is worthwhile. It will enable the students to move through the 05C AIT Course more quickly.

Ask students why most of the FBSEP lessons are given before the 05C AIT Course.

ANSWER: because the purpose is to prepare them for the 05C AIT Course

3. How will students be selected for FBSEP?

Show Transparency 6 (Soldiers Taking Test).

Explain the following:

At beginning of program, every soldier will be given a diagnostic test.

The results of this test show how much additional training each soldier needs and in what areas.

Not every soldier will need to take the course.

Those who take the course will only take those lessons they need.

Here is an example of how it works:

One of the tasks in 05C AIT is finding the length of an antenna.

To do this task, you need to do long division.

Suppose Joe Green makes mistakes on the diagnostic test in long division.

What do you think will happen when he tries to perform that task?

ANSWER: He will probably have problems.

Explain that to cut down on his chances of failure, he will be given the FBSEP lesson on long division. Then he will be better prepared for the task.

Ask the following questions:

Which students will be given the diagnostic test?

ANSWER: all of them

Which students will take the FBSEP course?

ANSWER: only those who need it (according to the results of the diagnostic test)

Which lessons will each student take?

ANSWER: only those he/she needs (according to the results of the diagnostic test)

4. What skills will be taught?

Show Transparency 7 (The Four Annexes).

Explain the following:

The lessons are divided into four annexes.

An annex is a group of lessons. (Read the list of annexes aloud to class.)

These are some of the topics that are covered in each annex.

Read the following list aloud to the students, pointing to each annex on the transparency as you come to it.

A. Study skills

The structure of the 05C AIT Course.
Memorizing proverbs and prosigns.

B. Reading skills

Reading comprehension.
Finding information in publications.

C. Language skills

Alphabetizing
Spelling
Finding errors in messages
Filling out forms

D. Math skills

Military time
Determining frequencies
Finding the length of an antenna

Ask students the following questions:

What is an annex?

ANSWER: a group of lessons

In which annex would you find a lesson on multiplication?

ANSWER: Math skills

In which annex would you find a lesson on reading comprehension?

ANSWER: Reading skills

In which annex would you find a lesson in spelling?

ANSWER: Language skills

In which annex would you find a lesson on the structure of the 05C AIT Course?

ANSWER: Study skills

5. How will the lessons be taught?

Show Transparency 8 (Two Types of Lessons).

Explain that there are two types of lessons:
group and self paced.

Ask students to look at the transparency and tell
you two ways that group lessons and self paced
lessons differ.

ANSWER: (See items 1 and 2 on the transparency.)

Explain that even in self paced lessons there will
be a learning supervisor in the room to help out
and answer any questions.

Ask students what they think might be an advantage
of the self paced lesson.

ANSWER: Each student can work as slowly or as
quickly as he/she needs.

Ask students what kind of lesson they are taking
now.

ANSWER: group

Explain that this lesson is marked group and self
paced in the student guide because some students
will be taking it as a self paced lesson.

Ask students to look at the transparency and find a way that both types of lessons are the same.

ANSWER: (See item 3 on transparency.)

Explain the following:

After each lesson there is a lesson test.

If you pass the test, you go on to the next lesson.

If you don't pass, you will be given remediation. (This means that you will have a chance to review and practice some more and then you will be retested.)

Ask the following questions:

What are the two types of lessons in FBSEP?

ANSWER: group and self paced

Which lesson is taught by a learning supervisor?

ANSWER: group

In which lesson do students work on their own?

ANSWER: self paced

In which type of lesson is there a lesson test?

ANSWER: both

What does remediation mean?

ANSWER: a chance to practice some more and be retested

Section 3: Summary and Practice

Tell students that they are going to have a short review and then they will have a chance to try the Practice Exercise.

Ask the following questions:

1. What is the meaning of FBSEP?

ANSWER: Functional Basic Skills Education Program

2. What is the purpose of FBSEP?

ANSWER: to prepare students for the 05C AIT Course

3. How will students be selected for the FBSEP lessons?

ANSWER: by a diagnostic test

4. What kind of skills will be taught?

ANSWER: Study skills
Reading skills
Language skills
Math skills

5. How will the FBSEP lessons be taught?

ANSWER: There will be two types of lessons:
group and self paced.

2. Practice Exercise

Direct students to complete the Practice Exercise in the Student Guide and then have them check their answers with the answer key. Tell them that if they get any wrong, they are to study the Explanations for Practice Exercise in the Student Guide. Answer any questions the students may have.

While students are working on the Practice Exercise, circulate among them and answer any questions or give any help that is necessary.

When students have completed the exercise, ask them how they did on it and if they have any questions.

Explain that this is a special introductory lesson and so there is no Lesson Test. All students move on to the next lesson.



FBSEP

RADIO TELETYPE OPERATOR

MOS 05C10

STUDENT GUIDE

05C FBSEP LESSON A-01

UNDERSTANDING FBSEP

PREREQUISITES: None

MATERIALS REQUIRED: None

TYPE OF LESSON: Group or self paced

STUDENT GUIDE
05C FBSEP LESSON A-01
UNDERSTANDING FBSEP

INTRODUCTION

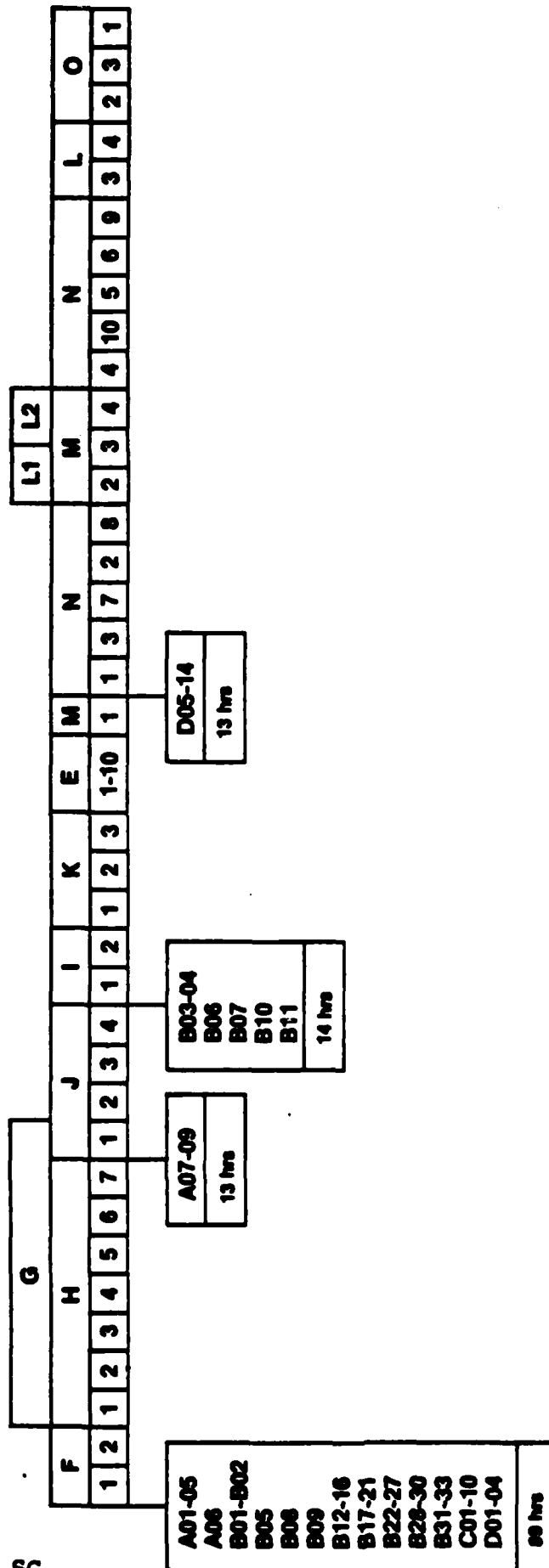
FBSEP stands for Functional Basic Skills Education Program. The FBSEP course consists of a series of lessons that will be given along with the Radio Teletype Operator Course (05C AIT).

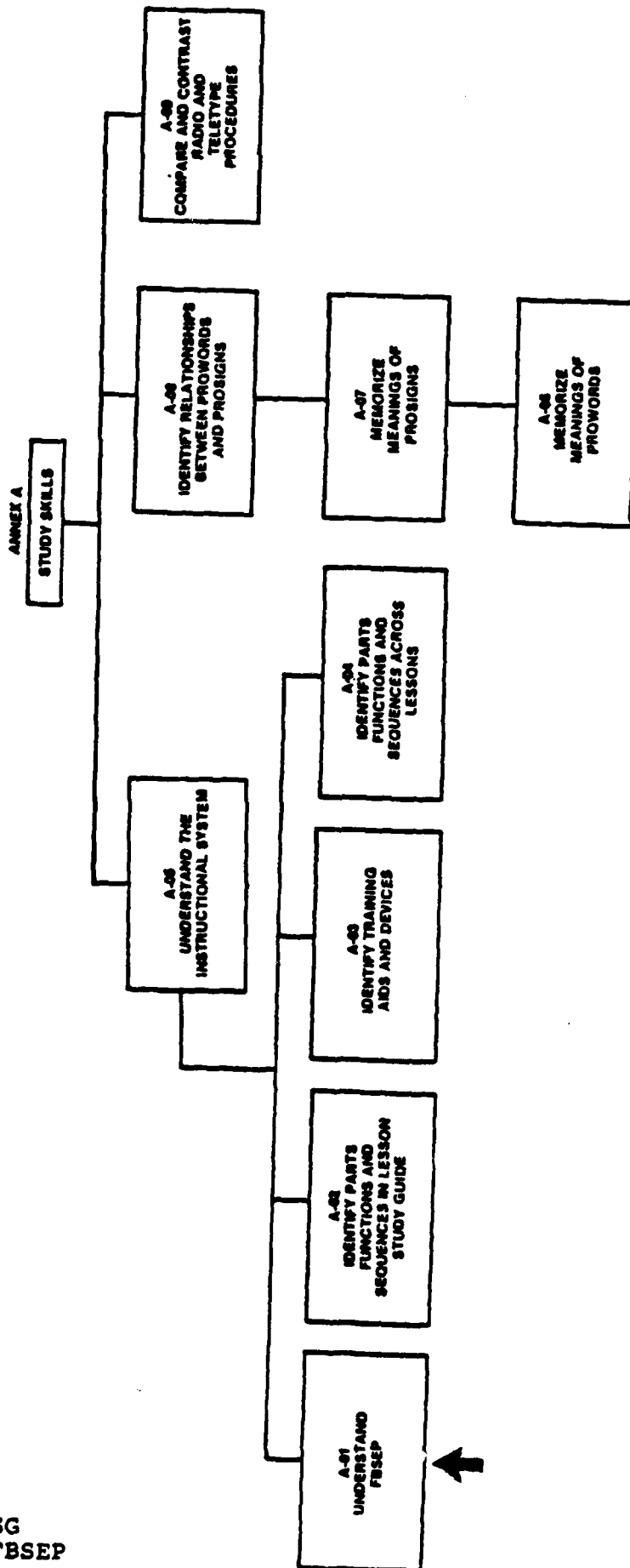
The map on the following page shows how FBSEP fits in with the 05C AIT lessons. This lesson is called A-01. On page 4, there is a map of the A Annex. The arrow shows where A-01 is on the map.

A-01
05C

SG
FBSEP

Sequence of FBSEP and O5C AIT Lessons





A-01 SG
05C FBSEP

OBJECTIVE: When you finish this lesson, you will understand the purpose and scope of FBSEP and its relationship to the 05C AIT Course.

In order to understand FBSEP, you should find the answers to these questions:

1. What is the meaning of FBSEP?
2. What is the purpose of FBSEP?
3. How will students be selected for FBSEP?
4. What skills will be taught?
5. How will the lessons be taught?

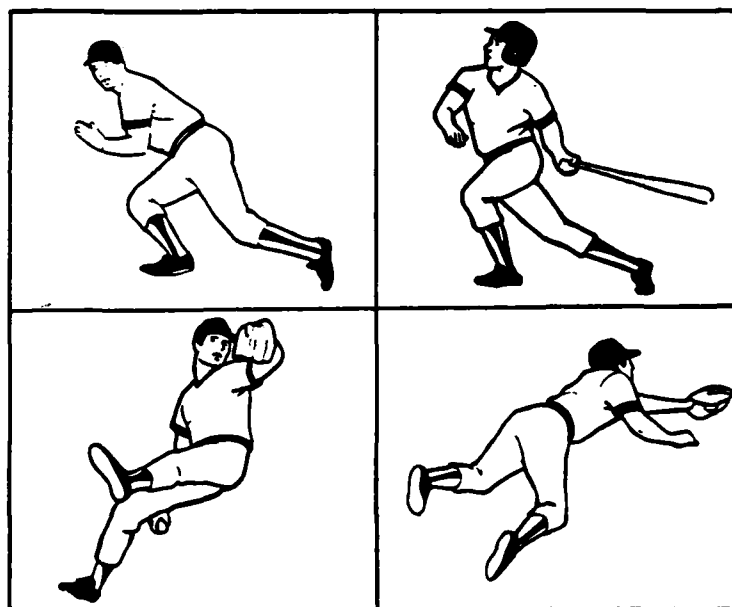
PRESENTATION

1. What is the meaning of FBSEP?

FBSEP = Functional Basic Skills Education Program

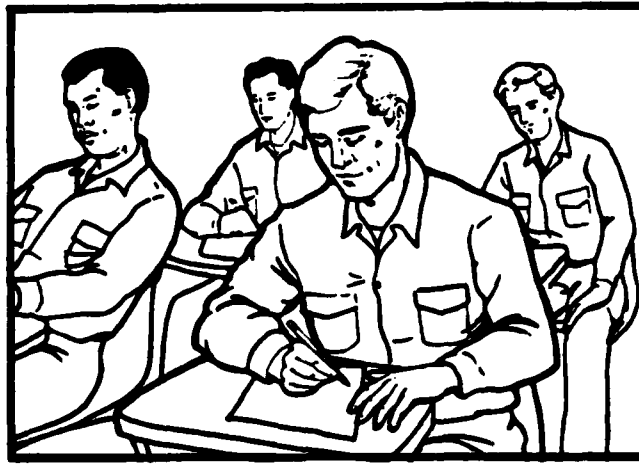
In this case, functional means that the skills are related to the job. Basic skills are the skills that are needed to do other tasks.

2. What is the purpose of FBSEP?



You know that if you want to be a good baseball player, there are many skills you need to develop. You need to learn how to run, to bat, to throw, to catch and other things. The purpose of FBSEP is to teach you the basic skills you will need in order to succeed in the 05C AIT Course and on the job. Each lesson teaches a specific skill that is related to the tasks you will have to perform. The time spent on these lessons will help you to go through the 05C AIT Course more quickly because you will be better prepared.

3. How will students be selected for FBSEP?



At the beginning of the program, every student will be given a diagnostic test. This test measures ability to handle the material in the 05C AIT Course. The results of this test determine how much additional training each student needs and in what areas.

Not every student will need to take the course. Some students will take only a few of the lessons.

Here is an example of the way it works. Joe Green is going to take the 05C AIT Course. One of the tasks in the course is finding the length of an antenna. To perform this task, Joe will have to do long division. Now suppose that Joe made mistakes on the diagnostic test questions on long division. What do you think will happen when he tries to perform the task? Joe will probably have problems. To cut down on his chances of failure, he will be given the FBSEP lesson on long division. Then he will be better prepared for the task.

4. What skills will be taught?

The lessons are divided into four annexes (groups).

- A. Study skills
- B. Reading skills
- C. Language skills
- D. Math skills

Here is a list of a few of the topics that are taught in each annex.

A. Study skills

The structure of the 05C AIT course
Memorizing prowords and prosigns

B. Reading skills

Reading comprehension
Finding information in publications

C. Language skills

Alphabetizing
Spelling
Finding errors in messages
Filling out forms

D. Math skills

Military time
Determining frequencies
Finding the length of an antenna

5. How will the lessons be taught?

There are two types of lessons used in this course, group lessons and self paced lessons.

In the group lessons, students will be taught by a learning supervisor.

In the self paced lessons, each student will work alone using a student guide. (The booklet you are now reading is the student guide.) There will be a learning supervisor in the room to help you if you have any problems. One advantage of the self paced lesson is that each student can work as fast or as slow as he/she needs. What kind of lesson is the one you are taking now? (This lesson is marked "group or self paced" because some students will be taking it as a group lesson and others as a self paced lesson.)

After each lesson there is a lesson test. If you pass the test, you will go on to the next lesson. If you don't pass, you will be given remediation. That means you will have a chance to review and practice some more and then you will be retested.

SUMMARY AND PRACTICE

Here, again, are the questions that appeared at the beginning of the lesson. Read each one and try to answer it. If you don't remember, go back to that section and find the answer.

1. What is the meaning of FBSEP?
2. What is the purpose of FBSEP?
3. How will students be selected for FBSEP?
4. What skills will be taught?
5. How will the lessons be taught?

Now try the Practice Exercise. When you have finished, check your answers with the answer key. If you get any wrong, study the Explanations for Practice Exercise. If there is anything you don't understand, ask your learning supervisor for help.

Since this is a special introductory lesson, there is no Lesson Test. When you have finished the Practice Exercise, report to your learning supervisor.

PRACTICE EXERCISE

Choose the best answer - a, b, c, or d - and write it on a piece of paper.

1. Which of the following is the purpose of FBSEP?
 - a. to replace the 05C AIT Course
 - b. to prevent too many students from taking the 05C AIT Course
 - c. to prepare students for the 05C AIT Course
 - d. to prepare students to play baseball
2. When will the FBSEP lessons be given?
 - a. before and during the 05C AIT Course
 - b. after the 05C AIT Course
 - c. when the 05C AIT Course has been canceled
 - d. when it is raining
3. Which of the following sentences is correct?
 - a. Some soldiers will do the FBSEP lessons instead of the 05C AIT Course.
 - b. Only soldiers who pass the 05C AIT Course will do the FBSEP lessons.
 - c. Only some of the soldiers will do the FBSEP lessons.
 - d. Only women soldiers will do the FBSEP lessons.

4. The students will be selected for FBSEP by:
- a. the teachers.
 - b. a diagnostic test.
 - c. the students themselves.
 - d. a lottery.
5. The BS in FBSEP stands for:
- a. Better Studies.
 - b. Best Strategies.
 - c. Building Success.
 - d. Basic Skills.
6. Which of these is not among the skills that are taught in FBSEP?
- a. math skills
 - b. reading skills
 - c. science skills
 - d. language skills
7. A lesson where students work entirely on their own is:
- a. group paced.
 - b. self paced.
 - c. both group paced and self paced.
 - d. neither group paced nor self paced.

8. In a self paced lesson:
 - a. the learning supervisor teaches the lesson.
 - b. there is no learning supervisor in the room.
 - c. the learning supervisor is in the room to help out but the students work on their own.
 - d. the students teach the learning supervisor.
9. The advantage of a self paced lesson is that:
 - a. it's slower than a group lesson.
 - b. it's faster than a group lesson.
 - c. nobody knows how long it takes.
 - d. each student can work at his own pace.
10. If you do not pass the lesson test the first time, you will:
 - a. have a chance to practice some more and be retested.
 - b. go to another course.
 - c. watch a film on how to take tests.
 - d. go home.

ANSWERS TO PRACTICE EXERCISE

- 1) c
- 2) a
- 3) c
- 4) b
- 5) d
- 6) c
- 7) b
- 8) c
- 9) d
- 10) a

EXPLANATIONS FOR PRACTICE EXERCISE

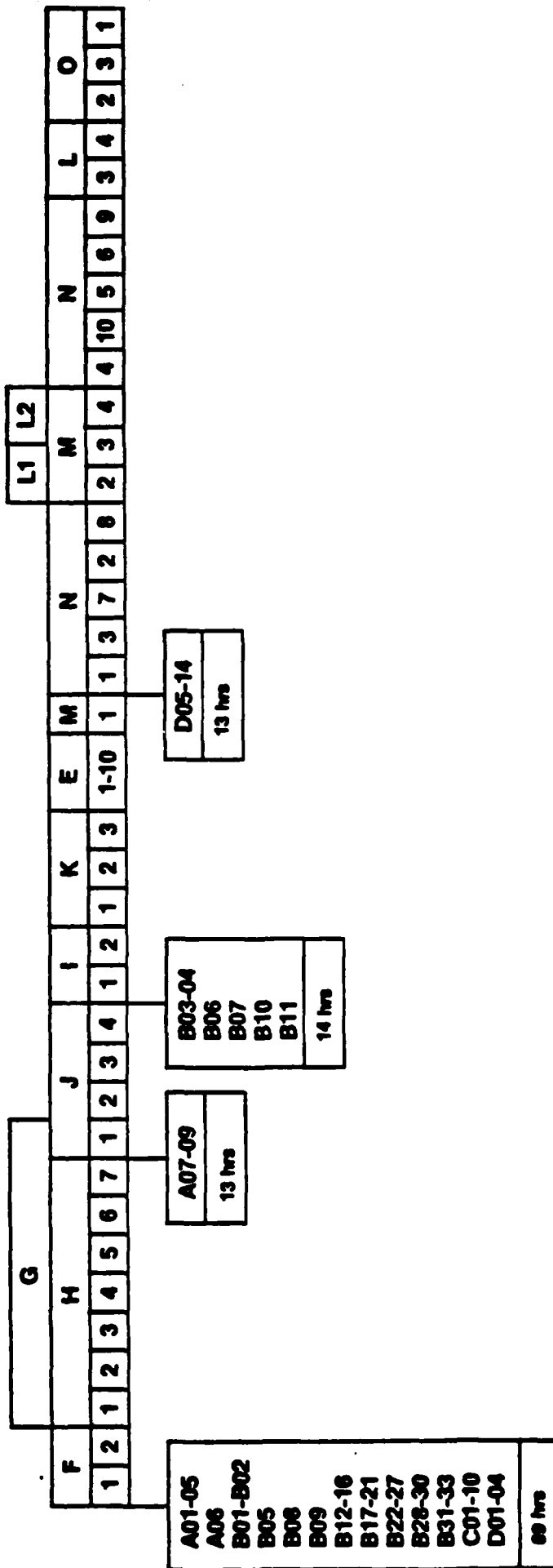
1. The purpose of FBSEP is to prepare students for the 05C AIT Course.
2. The FBSEP lessons will be given before and during the 05C AIT Course.
3. Only some of the soldiers will do the FBSEP lessons. Each soldier will only take the lessons he/she needs.
4. A diagnostic test will be given to determine who will take the FBSEP lessons.
5. FBSEP stands for Functional Basic Skills Education Program.
6. The four types of skills that are taught in FBSEP are:
 - a) Study skills
 - b) Reading skills
 - c) Language skills
 - d) Math skills
7. In a self paced lesson students work entirely on their own. A group lesson is taught by a learning supervisor.
8. In a self paced lesson, the learning supervisor is in the room to help out but the students work on their own.
9. The advantage of a self paced lesson is that each student can work at his/her own pace.
10. If you don't pass the lesson test, you will have a chance to practice some more and be retested.

A-01 OVERHEAD TRANSPARENCIES

A-01
05C FBSEP

A-01
20

Sequence of FBSEP and O5C AIT Lessons



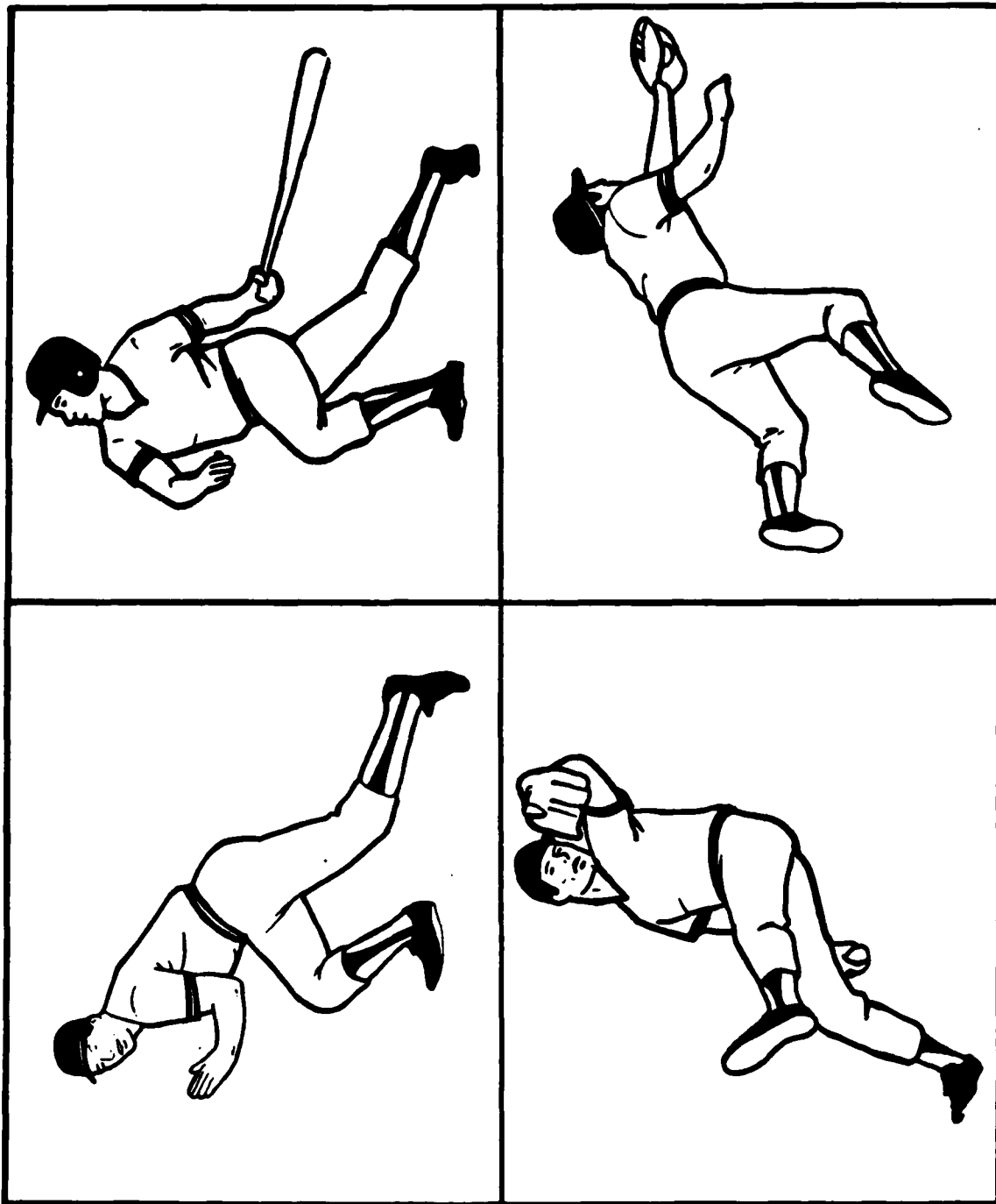
Objective of Lesson:

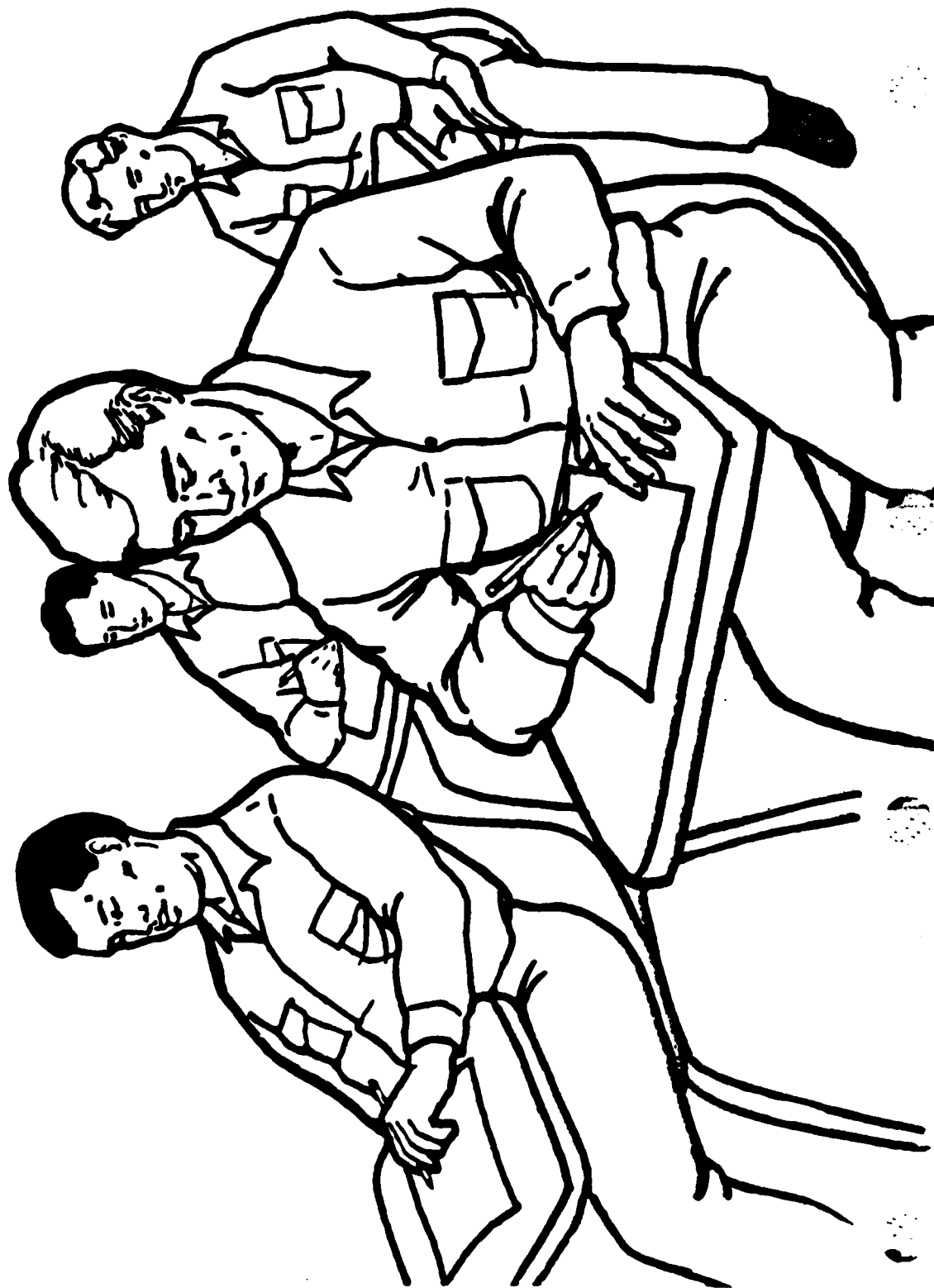
When you finish this lesson, you will understand the purpose and scope of FBSEP and its relationship to the 05C AIT Course.

What do we need to find out?

- 1. What is the meaning of FBSEP?**
- 2. What is the purpose of FBSEP?**
- 3. How will students be selected for FBSEP?**
- 4. What skills will be taught?**
- 5. How will the lessons be taught?**

**FBSEP = FUNCTIONAL BASIC SKILLS
EDUCATION PROGRAM**





A-01
6

THE FOUR ANNEXES OF FBSEP:

- A. STUDY SKILLS**
- B. READING SKILLS**
- C. LANGUAGE SKILLS**
- D. MATH SKILLS**

Group Lessons	Self paced Lessons
<ol style="list-style-type: none"> 1. A learning supervisor teaches the lesson. 2. All the students work together. 3. There is a lesson test and remediation. 	<ol style="list-style-type: none"> 1. Students work by themselves with the student guide. 2. Each student works at his own pace. 3. There is a lesson test and remediation.



FBSEP

RADIO TELETYPE OPERATOR

MOS 05C10

LEARNING SUPERVISOR GUIDE

05C FBSEP LESSON A-02

**IDENTIFYING PARTS, FUNCTIONS, AND SEQUENCE IN
LESSON STUDY GUIDE**

PREREQUISITE: None

**MATERIALS REQUIRED: 18 Overhead Transparencies and one AIT
Lesson Study Guide H-01 per student**

TIME REQUIRED: 1 hour

TYPE OF LESSON: Group paced

LEARNING SUPERVISOR GUIDE
05C FBSEP LESSON A-02
IDENTIFYING PARTS, FUNCTIONS, AND SEQUENCE
IN LESSON STUDY GUIDE

Section 1: Introduction

1. Study Skills for 05C FBSEP Course

Show Transparency 1 (Annex A Map).

Explain the following:

Map shows tasks concerned with study skills needed in 05C FBSEP Course.

If a student has good study skills, he/she is more likely to succeed in the course.

The arrow points to this lesson.

2. Objective of lesson

Show Transparency 2 (Objective of Lesson).

Read the objective aloud to class.

Explain the following:

A Lesson Study Guide is the textbook students will use in the 05C AIT Course.

There is a Lesson Study Guide for every lesson in 05C AIT Course.

Knowing what's in a Lesson Study Guide will help the student master the lesson.

3. Generality for lesson

Show Transparency 3 (Generality for Lesson).

Read generality aloud or have students take turns reading it aloud.

Explain that each point will be covered in more detail later.

4. Distribute Lesson Study Guide E01 to students.

Explain that they will see two Lesson Study Guides in this lesson (the one in their hands and one that you will show on the screen).

5. Distribute Student Guide A-02 to students.

Explain that students will use it at the end of the lesson for review and for practice.

Section 2: Presentation

1. General Principles for all lessons

Show Transparency 4 (General Principles).

Explain that every lesson should include:

Introduction (reason for lesson).

Objective (what the students should be able to do as a result of the lesson).

Information that gives the definitions of words or the steps to follow to perform a task.

A chance for the students to practice what they have learned.

A test to see if they have mastered the skills.

Remediation (a chance for the student who fails the test to get extra training and be tested again).

2. Lesson Study Guide

Show Transparency 5 (Cover Page of F02).

Explain the following:

There is a Lesson Study Guide for every lesson in the 05C AIT Course.

Students are looking at the cover page of the Lesson Study Guide for Lesson F02.

Point out following data on cover page:

Title and task number.

ID number of related tasks in Soldier's Manual.

Average time to complete lesson.

Date published.

Direct students to look at cover page of Lesson Study Guide H01.

Explain that you now will show how the six elements noted above (1) appear in a Lesson Study Guide.

3. Components of a Lesson Study Guide

Explain that a Lesson Study Guide has the following components or parts:

Show Transparency 6 (Parts of a Lesson Study Guide).

Explain that the main parts of a Lesson Study Guide are shown.

Explain each part briefly.

Reason for lesson

Objective/Conditions/Lesson Requirements

Lesson Understanding Quiz

Learning Events

Evaluation

Learning Supervisor's Prescription

Practical Exercise

Performance Test

State that each part will now be discussed in detail.

4. Reason for Lesson

Explain that the "reason for lesson" is included to motivate the student.

Show Transparency 7 (Reason for Lesson from F02).

Ask a student to read it aloud.

Elaborate on the reason.

Direct students to find Reason for Lesson in H01.

Ask a student to read it aloud.

Elaborate on the reason.

5. Objective

Explain the following:

An objective tells what the student must be able to do as a result of the lesson.

An objective normally includes two elements: the actions the student takes and the conditions under which he/she takes the action.

Conditions includes the tools, equipment and training aids that the student is to use when he/she takes action.

In Lesson Study Guides (LSGs) the objective is split up into three places (objective, conditions, lesson requirements).

Show Transparency 8 (Objective--Conditions--Lesson Requirements from F02).

Ask a student to read aloud the objective for F02.

Ask another student to read aloud the conditions for F02.

Explain the following:

TM means technical manual.

When TM is listed under conditions, the student is required to read the TM in addition to the Lesson Study Guide.

Ask a student to read aloud the Lesson Requirements for F02.

Elaborate on the relation among objective, conditions, and lesson requirements for F02.

Direct students to find the objective, conditions, and lesson requirements in H01.

Ask students to read the objective.

Ask students to read aloud the conditions.

Explain that TF means training film and that TEC means training extension course lesson.

Explain that in this lesson, the students are required to see a training film and study a TEC lesson in addition to reading the Lesson Study Guide.

Ask students to comment on the relationship among objective, conditions, and lesson requirements in H01.

6. Lesson Understanding Quiz

Explain the following:

In Lesson Study Guides there is a quiz to see if the students carefully read the lesson's objective, conditions, and lesson requirements.

The quiz is scored by the students themselves because the answers are given at the end of the quiz.

Show Transparency 9 (Lesson Understanding Quiz from F02).

Ask students to read aloud the first question on the quiz.

Ask students to read aloud the answer to the first question.

Direct students to find the Lesson Understanding Quiz in H01.

Ask students to describe the content of the quiz.

ANSWER: the objective, conditions, and lesson requirements of the lesson

Ask students who scores the quiz.

ANSWER: the students

Explain that the Lesson Understanding Quiz is the first of three tests that are found in every lesson.

7. Information

Explain the following:

Every lesson has to give information. (Usually this includes terms or the steps in performing a task.)

In Lesson Study Guides, this information is found in the section titled Learning Events.

Show Transparency 10 (Learning Events from F02).

Ask students to read aloud the first few lines of Learning Events.

Ask students to explain what the information is about.

ANSWER: terms or steps in performing a task.

Ask students if they are simply to read the information in Learning Events or read and do something.

ANSWER: read and do

Direct students to find the Learning Events section in H01.

Ask students to read aloud the first few lines of Learning Events.

Ask students to explain what the information is about.

ANSWER: lesson specific terms or steps in performing a task.

Ask students if the Learning Events section simply requires reading or reading and doing something.

ANSWER: reading and doing

Show Transparency 11 (Drawing of Equipment from a LSG).

Show Transparency 12 (Photograph of Equipment from a LSG).

Explain that the Learning Events section often includes drawings and photos to help the students understand.

8. Practice

Explain the following:

Every lesson has to include a place where students can practice so that they can perform the task more quickly with fewer errors.

To perform a task with the aid of a printed list of steps is not good enough.

Lesson Study Guide F02 has no section for practice.

Ask students if they can guess what they should practice.

Reshow Transparency 10 (Learning Events from F02).

Explain that the students should practice the things that were covered in the Learning Events section of LSG.

Ask students what they specifically should practice.

ANSWER: military lettering and phonetic pronunciation

Ask students what the difference is between performing the task with the aid of the Learning Events section and performing the task without it.

ANSWER: They have a step-by-step guide when they perform the task with the aid of the Learning Events section.

Direct students to find Practical Exercise in H01.

Explain that in most Lesson Study Guides, there is a section titled Practical Exercise (the practice section of the lesson).

Ask students to read aloud the Practical Exercise.

Ask students if you can tell from what is written, what is in the Practical Exercise.

ANSWER: yes

Ask students what they practice in the Practical Exercise.

ANSWER: opening and closing a radio net -- the skills covered earlier in the Learning Events section of the LSG

Ask all students to turn to the Learning Events section in LSG H01.

Ask students to describe what they would specifically practice.

ANSWER: opening and closing a radio net

Ask students what the difference is between what they do in the Learning Events and what they do in the Practical Exercise. Develop the following points:

less need to look at information in the Learning Events section.

greater speed in opening and closing a radio net.

fewer errors in opening and closing a radio net.

Ask students where they get the Practical Exercise.

ANSWER: They ask the Learning Supervisor to give it to them.

Ask students when they get the Practical Exercise.

ANSWER: when they ask for it

Ask students when they would ask for the Practical Exercise.

ANSWER: when they think they are able to do the task stated in the objective

9. Test

Explain the following:

Every lesson should include a test.

Ask students why a test is important.

ANSWER: to determine if the students can do
the task taught earlier in the lesson

Show Transparency 13 (Evaluation from F02).

Ask students what the word "evaluation" means

ANSWER: test

Ask students to read aloud the Evaluation.

Ask students to explain what they must do on
the test.

ANSWER: Print letters and numbers and pronounce
letters and numbers.

Ask students when they are given the Evaluation.

ANSWER: when they feel they are ready

Ask students where they get the Evaluation.

ANSWER: from their learning supervisor

Show Transparency 14 (Checklist for F02).

Explain that the learning supervisor may use a
checklist when making his Evaluation.

Ask students why a checklist may be used in the
Evaluation.

ANSWER: to ensure that all points are covered
and that all students are tested in the
same way

Direct students to find the Evaluation in H01.

Ask students to read aloud the Evaluation.

Ask students if they can tell from the Evaluation what is covered.

ANSWER: no

Ask students if they can guess what is covered in the Evaluation.

ANSWER: knowledge and skills covered in the Learning Events section

Ask students to turn to the Learning Events section of LSG H01.

Ask students to state what they now think would be covered in the Evaluation.

ANSWER: prowords, authentication, opening and closing a net

Ask students when they are given the Evaluation.

ANSWER: when they ask for it; when they feel they are ready for the test

Ask students where they get the Evaluation.

ANSWER: from their learning supervisor

Explain that the Evaluation is the second of three tests that are found in every lesson.

Ask students what the first test in every lesson is called.

ANSWER: the Lesson Understanding Quiz

Explain that at the end of every lesson there is a performance test.

Direct students to find the Performance Test in H01.

Ask students to read what is covered under the Performance Test.

Ask students if they can tell, from what is written, what is covered in the Performance Test.

ANSWER: no

Ask students if they can guess what is covered in the Performance Test.

ANSWER: what was covered earlier in the Evaluation and even earlier in the Learning Events section

Ask students why LSG F01 has only an Evaluation and LSG H01 has an Evaluation and a Performance Test.

ANSWER: because H01 is more difficult than F01

Ask students when they are given the Performance.

ANSWER: when they ask for it; when they feel they are ready for the test

Ask students where they get the Performance Test.

ANSWER: from their learning supervisor

Show Transparency 15 (Checklist for H01).

Explain that a checklist can be used for a Performance Test, too, in addition to its use in the Evaluation.

Ask students why a checklist should be used when conducting a test.

ANSWER: to ensure that all important points are covered and that all students are tested the same

Explain that the Performance Test is the third of the three tests found in every lesson.

Ask students what the first test in every lesson is called.

ANSWER: the Lesson Understanding Quiz

Ask students what the second test in every lesson is called.

ANSWER: the Evaluation

10. Remediation

Explain the following points:

Every lesson should provide for students who fail the test the first time they take it.

These students should be given extra training and then re-tested. This is called Remediation.

Show Transparency 16 (Learning Supervisor's Prescription).

Explain that the word "remediation" is not in Lesson Study Guides.

Explain that the closest thing to it is the Learning Supervisor's Prescription.

Explain that it is here that the learning supervisor writes in the extra training that the student needs.

Ask students what the learning supervisor bases his/her prescription on since there is no Performance Test in F02.

ANSWER: the evaluation

Ask students what the extra training would consist of.

ANSWER: the skills that the student failed on the Evaluation.

Ask students how the learning supervisor would know if the students profited from the extra training.

ANSWER: give the students another Evaluation

Ask students what the learning supervisor would include on the second Evaluation.

ANSWER: the same things that he/she covered on the first Evaluation

Direct students to find Learning Supervisor's Prescription in H01.

Explain that the Learning Supervisor's Prescription here is similar to the one in F02.

Explain that what he/she would write in would be different because it is a different lesson.

Ask students what kind of skills might be written in this Learning Supervisor's Prescription.

ANSWER: prowords, authentication, opening and closing a net

Show Transparency 17 (Sequence of Events--Pass).

Explain the sequence of events for a student who passes all tests.

Read the Reason for the Lesson.

Read the Objective-Conditions-Lesson Requirements.

Take the Lesson Understanding Quiz.

Read and do what is stated under Learning Events.

Practice the skill. Memorize the facts.

Ask for an Evaluation--and PASS.

Do the Practical Exercise.

Ask for the Performance Test--and PASS.

Remind students that some lessons end after the Evaluation.

Show Transparency 18 (Sequence of Events--Fail).

Explain the sequence of events for a student who fails the Evaluation the first time but passes after taking the extra training.

Read the Reason for the Lesson.

Read the Objective-Conditions-Lesson Requirements.

Take the Lesson Understanding Quiz.

Read and do what is stated under Learning Events.

Practice the skill. Memorize the facts.

Ask for an Evaluation--and FAIL.

Follow the Learning Supervisor's Prescription.

Ask for another Evaluation--and PASS.

Do the Practical Exercise.

Ask for the Performance Test--and PASS.

Remind students that some lessons end after the Evaluation.

Ask students what would happen if they failed the Evaluation the second time.

ANSWER: They would get extra training.

Ask students what would happen if students failed the Performance Test.

ANSWER: They would get extra training.

Section 3: Summary and Practice

1. Reshow Transparency 4 (General Principles).

Call on students to briefly describe what is in each part.

Critique students' answers.

Ask students if they have any questions.

Answer questions.

2. Reshow Transparency 6 (Parts of a Lesson Study Guide).

Call on students to briefly describe what is in each part of Lesson Study Guide.

Critique students' answers.

Ask students if they have any questions.

Answer questions.

3. Reshow Transparency 17 (Sequence of Events--Pass).

Call on students to describe the sequence of events for a student who passes the Evaluation.

Critique students' descriptions.

Ask students if they have any questions.

Answer questions.

4. Reshow Transparency 18 (Sequence of Events--Fail).

Call on students to describe the sequence of events for a student who fails the Evaluation.

Critique students' descriptions.

Ask students if they have any questions.

Answer questions.

5. Direct students to read their Student Guides to review the lesson before taking the Practice Exercise.

6. Practice Exercise

When students have finished reading their Student Guides, direct them to complete the Practice Exercise in the Student Guide, and then to compare their answers with those found in the Student Guide.

When students have finished, ask them if they have any questions. Answer students' questions.

Section 4: Lesson Test

Distribute Lesson Test to students.

Direct the students to complete the Lesson Test.

Remain in room to monitor students' performance. Do NOT give help.

When all students are finished, collect the Lesson Tests.

Do NOT give students the correct answers to the Lesson Test.

Score the Lesson Test and determine if the student meets standards.

Students who meet standards move on to the next lesson.

Students who fail to meet standards require remediation.

Section 5: Remediation Exercise

Direct students to study their Student Guides.

Circulate among students and give help as needed.

Direct students to complete the Remediation Exercise in the Student Guide and then to compare their answers with those found in the Student Guide.

When students have finished, ask them if they have any questions. Answer students' questions.

Section 6: Remediation Test

Distribute Remediation Tests to the students.

Direct the students to complete the Remediation Tests.

Remain in the room to monitor student performance. Do NOT give help.

When all students are finished, collect the Remediation Tests.

Do NOT give students the correct answers to the Remediation Test.

Score the Remediation Tests and determine if the students meet standards.

Students who meet standards move on to the next lesson.

Students who fail to meet standards should be referred to Counseling.

LESSON TEST FOR A-02

You will need some paper and a pencil to do this Lesson Test. It contains 18 items. Each item tests the objective that you learned in this lesson. Each item is worth one point. You must get 15 out of 18 total points to pass this test. Write your answers on a separate sheet of paper. DO NOT WRITE ON THIS TEST.

This test has two parts. Do the following to prepare for the test.

1. Get a sheet of paper and in the upper right hand corner, PRINT your last name, first name, and middle initial.
2. In the center of the top line, PRINT Lesson Test A-02.
3. On the next line, PRINT Part 1 and Part 2 as shown below.

YOUR NAME	
LESSON TEST A-02	
<u>Part 1</u>	<u>Part 2</u>

Part 1

On the next page is a list of the eight parts of a Lesson Study Guide arranged in random order. Also, there are ten items of information you might find in a Lesson Study Guide.

Under Part 1 of your paper, write the numbers 1 through 10 directly below one another. Each number stands for one of the ten items of information. Next to each number, print the letter of the part of the Lesson Study Guide which has the information.

You may use a letter more than once. If an item of information is NOT in a Lesson Study Guide, print an X next to the number. DO NOT WRITE ON THIS TEST.

Part 1 (Cont'd)

Parts of a Lesson Study Guide

- A. Practice Exercise
- B. Learning Events
- C. Evaluation
- D. Lesson Understanding Quiz
- E. Objective-Conditions-Lesson Requirements
- F. Learning Supervisor's Prescription
- G. Reason for Lesson
- H. Performance Test

Items of Information

- 1. the equipment that you will use in the lesson
- 2. why it's important to learn the lesson
- 3. the test given at the end of the lesson
- 4. the test to see how much you know about the lesson's objective, conditions, and lesson requirements
- 5. the checklist used to score the Performance Test
- 6. a step-by-step explanation of how to perform the task
- 7. the things you will be taught how to do
- 8. the extra training the learning supervisor thinks you need
- 9. the first test you will take to see if you can do the task covered in the lesson
- 10. the chance to practice the task before taking the Performance Test

Part 2

On the next page is a list of the eight parts of a Lesson Study Guide arranged in random order. Also, there are eight questions about these parts.

Under Part 2 of your paper, write the numbers 1 through 8 directly below one another. Each number stands for one of the eight questions. Next to each number, print the letter of the part of the Lesson Study Guide which is the answer.

You may use a letter more than once and one letter will not be used. DO NOT WRITE ON THIS TEST.

Part 2 (Continued)

Parts of a Lesson Study Guide

- A. Learning Supervisor's Prescription
- B. Lesson Understanding Quiz
- C. Evaluation
- D. Learning Events
- E. Performance Test
- F. Reason for Lesson
- G. Objective-Conditions-Lesson Requirements
- H. Practical Exercise

Questions About Lesson Study Guide

- 1. What is the first part of every lesson?
- 2. What is the last part of every lesson?
- 3. What does a student do immediately before taking the performance test?
- 4. On which part of a lesson does the Learning Supervisor base his/her prescription?
- 5. Which part comes first, the Evaluation or the Performance Test?
- 6. Which part of a Lesson Study Guide should a student study to prepare himself/herself for the Evaluation?
- 7. Which part comes first, the Learning Events or the Practical Exercise?
- 8. Which part of the lesson is a test that the student scores himself/herself?

REMEDIATION TEST FOR A-02

You will need some paper and a pencil to do this Remediation Test. It contains 18 items. Each item tests the objective that you learned in this lesson. Each item is worth one point. You must get 15 out of 18 total points to pass this test. Write your answers on a separate sheet of paper. DO NOT WRITE ON THIS TEST.

Part 1

This test has two parts. Do the following to prepare for the test.

1. Get a sheet of paper and in the upper right hand corner, PRINT your last name, first name, and middle initial.
2. In the center of the top line, PRINT Remediation Test A-02.
3. On the next line, PRINT Part 1 and Part 2 as shown below.

YOUR NAME	
REMEDIATION TEST A-02	
<u>Part 1</u>	<u>Part 2</u>

Part 1

On the next page is a list of the eight parts of a Lesson Study Guide arranged in random order. Also, there are ten items of information you might find in a Lesson Study Guide.

Under Part 1 of your paper, write the numbers 1 through 10 directly below one another. Each number stands for one of the ten items of information. Next to each number, print the letter of the part of the Lesson Study Guide which has the information.

You may use a letter more than once. If an item of information is NOT in a Lesson Study Guide, print an X next to the number. DO NOT WRITE ON THIS TEST.

Part 1 (Cont'd)

Parts of a Lesson Study Guide

- A. Lesson Understanding Quiz
- B. Performance Test
- C. Learning Events
- D. Learning Supervisor's Prescription
- E. Reason for Lesson
- F. Practical Exercise
- G. Objective-Conditions-Lesson Requirements
- H. Evaluation

Items of Information

1. the equipment that you will use in the lesson
2. why it's important to learn the lesson
3. the test given at the end of the lesson
4. the test to see how much you know about the lesson's objective, conditions, and lesson requirements
5. the checklist used to score the Performance Test
6. a step-by-step explanation of how to perform the task
7. the things you will be taught how to do
8. the extra training the learning supervisor thinks you need
9. the first test you will take to see if you can do the task covered in the lesson
10. the chance to practice the task before taking the Performance Test

Part 2

On the next page is a list of the eight parts of a Lesson Study Guide arranged in random order. Also, there are eight questions about these parts.

Under Part 2 of your paper, write the numbers 1 through 8 directly below one another. Each number stands for one of the eight questions. Next to each number, print the letter of the part of the Lesson Study Guide which is the answer.

You may use a letter more than once and one letter will not be used. DO NOT WRITE ON THIS TEST.

Part 2 (Continued)

Parts of a Lesson Study Guide

- A. Lesson Understanding Quiz
- B. Learning Events
- C. Reason for Lesson
- D. Performance Test
- E. Evaluation
- F. Learning Supervisor's Prescription
- G. Practical Exercise
- H. Objective-Conditions-Lesson Requirements

Questions About Lesson Study Guide

- 1. What is the first part of every lesson?
- 2. What is the last part of every lesson?
- 3. What does a student do immediately before taking the performance test?
- 4. On which part of a lesson does the Learning Supervisor base his/her prescription?
- 5. Which part comes first, the Evaluation or the Performance Test?
- 6. Which part of a Lesson Study Guide should a student study to prepare himself/herself for the Evaluation?
- 7. Which part comes first, the Learning Events or the Practical Exercise?
- 8. Which part of the lesson is a test that the student scores himself/herself?

ANSWER KEY FOR LESSON TEST A-02

This answer key contains the correct responses for Lesson Test A-02. Each item is worth one point. Students must get a total of 15 out of 18 points to pass this test.

Part 1

1. E
2. G
3. H
4. D
5. X
6. B
7. E
8. F
9. C
10. A

Part 2

1. F
2. E
3. M
4. C
5. C
6. D
7. D
8. B

ANSWER KEY FOR REMEDIATION TEST A-02

This answer key contains the correct responses for Remediation Test A-02. Each item is worth one point. Students must get a total of 15 out of 18 points to pass this test.

Part 1

1. G
2. E
3. B
4. A
5. X
6. C
7. G
8. D
9. H
10. F

Part 2

1. C
2. D
3. G
4. E
5. E
6. B
7. B
8. A



FBSEP

RADIO TELETYPE OPERATOR

MOS 05C10

STUDENT GUIDE

05C FBSEP LESSON A-02

**IDENTIFYING PARTS, FUNCTIONS, AND SEQUENCE IN
LESSON STUDY GUIDE**

PREREQUISITE: None

MATERIALS REQUIRED: AIT Lesson Study Guide H-01

TYPE OF LESSON: Group paced

STUDENT GUIDE
05C FBSEP LESSON A-02
IDENTIFYING PARTS, FUNCTIONS, AND SEQUENCE IN
LESSON STUDY GUIDE

INTRODUCTION

This is the first of four lessons which describe the radio teletype operator course. Since you will be in the course for about eleven weeks, it will help you to know how the course is organized and what you must do.

The first lesson in this group tells you about Lesson Study Guides, the text books that you will be using in the radio teletype operator course. There is a Lesson Study Guide for each lesson in the course. Knowing what's in a Lesson Study Guide and how it is organized will help you complete the lessons in the radio teletype operator course.

The map on page three shows you where the lesson fits in with the other lessons in the group about the radio teletype operator course. The lesson you are now reading is marked with an arrow.

This Student Guide is prepared to help you review the material that was presented by the learning supervisor. It has the key information, a Practice Exercise and the Answers to the Practice Exercise. It also has a Remediation Exercise and the Answers to the Remediation Exercise.

Read the key information as a review. When you finish, do the Practice Exercise. Then compare your answers with those found in the Answers to the Practice Exercise. If you need help, ask your learning supervisor.

ANNEX A
STUDY SKILLS

A-36
COMPARE AND CONTRAST
RADIO AND
TELETYPE
PROCEDURES

A-35
IDENTIFY RELATIONSHIPS
BETWEEN PROWORDS
AND PROSIGNS

A-37
MEMORIZE
MEANINGS OF
PROSIGNS

A-38
MEMORIZE
MEANINGS OF
PROWORDS

A-45
UNDERSTAND THE
INSTRUCTIONAL SYSTEM

A-46
IDENTIFY PARTS
FUNCTIONS AND
SEQUENCES ACROSS
LESSONS

A-48
IDENTIFY TRAINING
AIDS AND DEVICES

A-42
IDENTIFY PARTS
FUNCTIONS AND
SEQUENCES IN LESSON
STUDY GUIDE



A-41
UNDERSTAND
FBSEP

OBJECTIVE:

When you finish this lesson, you will be able to indicate what each part of the Lesson Study Guide is designed to do and indicate the order in which these parts are presented.

The main parts of a Lesson Study Guide and the order in which you go through them are as follows:

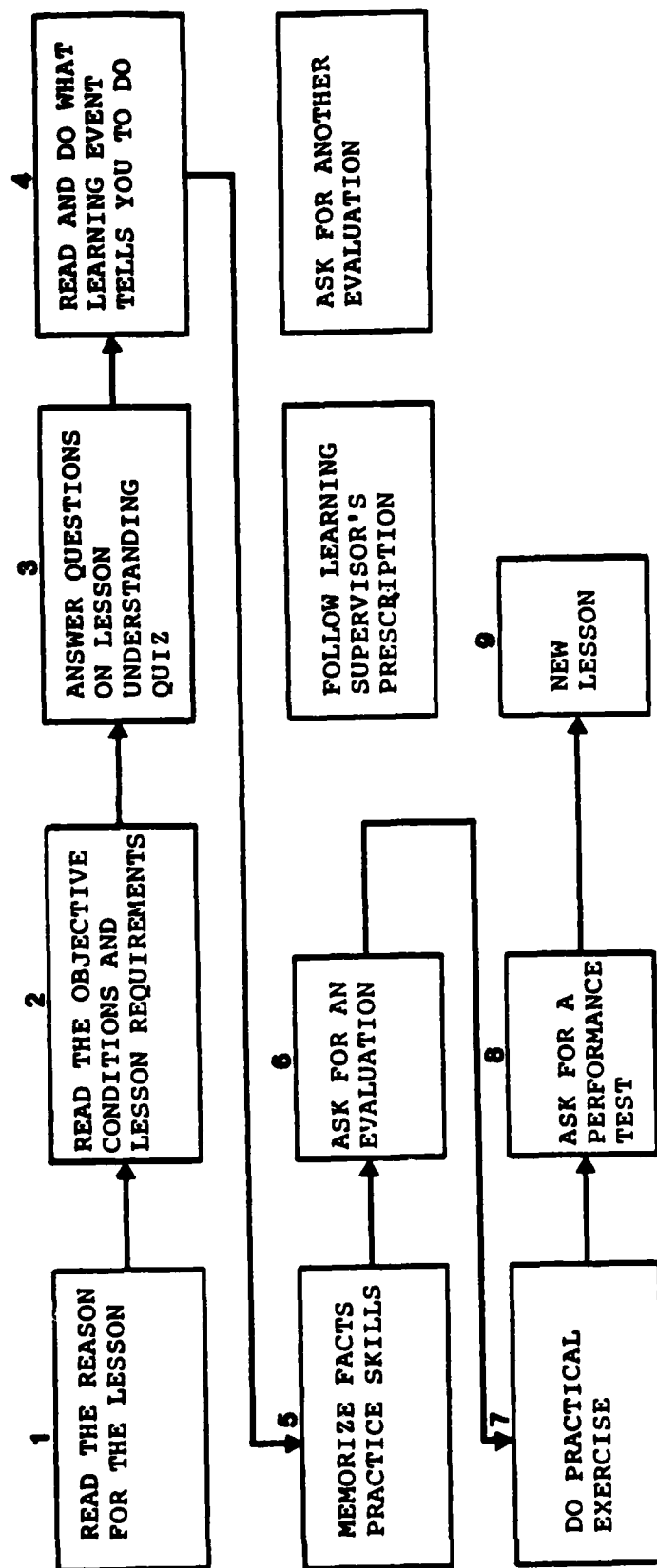
1. Reason for Lesson tells you why it is important to get the knowledge and skill taught in the lesson.
2. Objective-Conditions-Lesson Requirements These three sections together tell you what you will be able to do after completing the lesson and the equipment and training aids you will use.
3. Lesson Understanding Quiz asks you some questions about the Objective-Conditions-Lesson Requirements. You score the quiz yourself.
4. Learning Events gives you the meaning of important words and the information you need to perform the task covered in the lesson.
5. Evaluation is a test that the instructor will give you to find out if you have learned the material and are ready to move on to the next part of the lesson. It is scored by the instructor.
6. Learning Supervisor's Prescription is a description of the additional training, if any, that the instructor thinks you need.
7. Practical Exercise is the chance you have to practice the task before going on to the Performance Test at the end of the lesson.
8. Performance Test is given by the instructor at the end of the lesson to see if you have learned and can do what is covered in the lesson. The instructor scores the test.

PRESENTATION

This lesson is presented by a learning supervisor. Pay close attention to his/her explanation and feel free to ask questions if there are things that you do not understand.

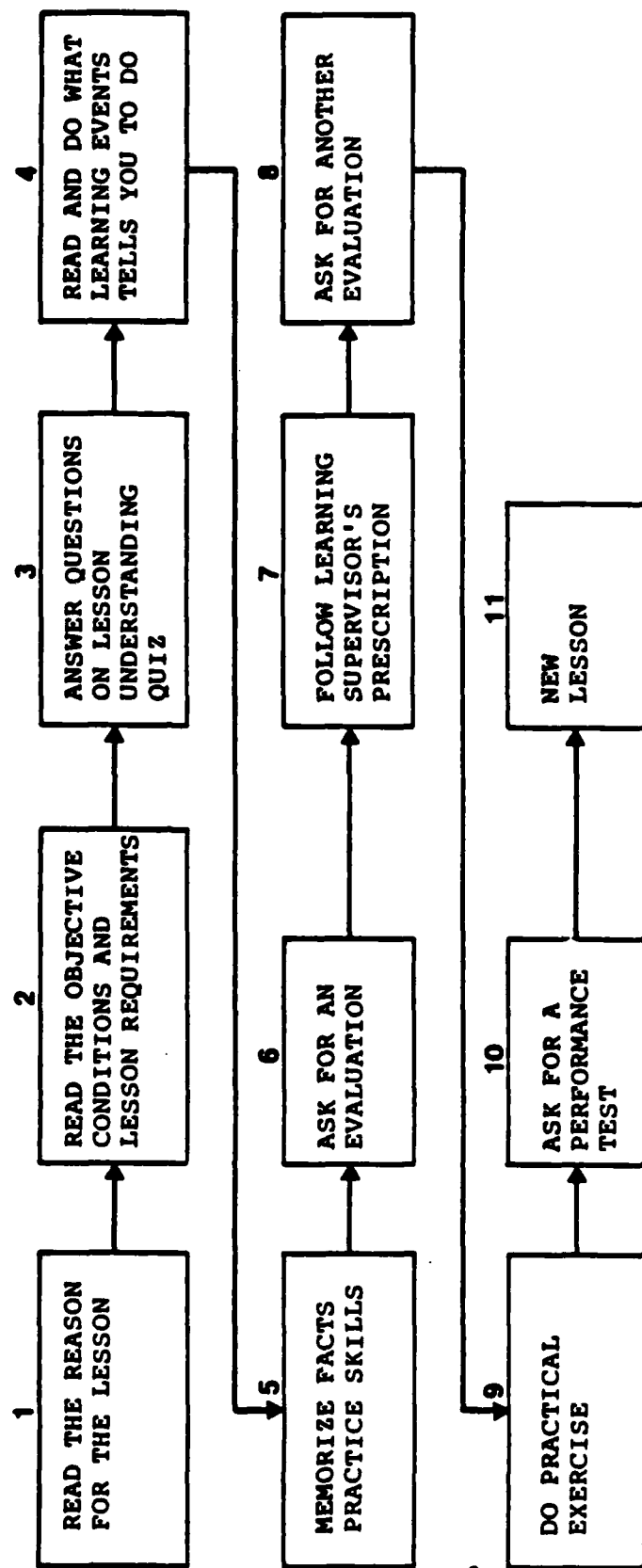
You should review his/her presentation by studying the material found in this Student Guide. It summarizes the main points of the learning supervisor's presentation. After you have had the learning supervisor's presentation and studied the material in this Student Guide, you will be ready for the Practice Exercise.

SEQUENCE OF EVENTS FOR STUDENT WHO PASSES EVALUATION



SEQUENCE OF EVENTS FOR STUDENT WHO FAILS EVALUATION

A-02 SG
05C FBSEP



A-02 SG
05C FBSEP

SUMMARY AND PRACTICE

Now you will have a chance to see how much you have learned from the learning supervisor's presentation and from reviewing the material in this Student Guide. The Practice Exercise starts on the next page. When you complete the Practice Exercise, compare your answers with those shown in Answers to Practice Exercise.

After you have compared your answers and feel you are ready, ask for the Lesson Test.

PRACTICE EXERCISE

Part 1

On the next page is a list of the eight parts of a Lesson Study Guide arranged in random order. Also, there are ten items of information you might find in a Lesson Study Guide.

On a separate sheet of paper, write the numbers 1 through 10 directly below one another. Each number stands for one of the ten items of information. Next to each number, print the letter of the part of the Lesson Study Guide which has the information.

You may use a letter more than once. If an item of information is NOT in a Lesson Study Guide, print an X next to the number. DO NOT WRITE IN THIS STUDENT GUIDE.

PRACTICE EXERCISE

Part I (Cont'd)

Parts of a Lesson Study Guide

- A. Evaluation
- B. Objective-Conditions-Lesson Requirements
- C. Practical Exercise
- D. Reason for Lesson
- E. Learning Supervisor's Prescription
- F. Learning Events
- G. Performance Test
- H. Lesson Understanding Quiz

Items of Information

- 1. the equipment that you will use in the lesson
- 2. why it's important to learn the lesson
- 3. the test given at the end of the lesson
- 4. the test to see how much you know about the lesson's objective, conditions, and lesson requirements
- 5. the checklist used to score the Performance Test
- 6. a step-by-step explanation of how to perform the task
- 7. the things you will be taught how to do
- 8. the extra training the learning supervisor thinks you need
- 9. the first test you will take to see if you can do the task covered in the lesson
- 10. the chance to practice the task before taking the Performance Test

PRACTICE EXERCISE

Part 2

On the next page is a list of the eight parts of a Lesson Study Guide arranged in random order. Also, there are eight questions about these parts.

On a separate sheet of paper, write the numbers 1 through 8 directly below one another. Each number stands for one of the eight questions. Next to each number, print the letter of the part of the Lesson Study Guide which is the answer to the question.

You will not use all of the letters and you may use a letter more than once. DO NOT WRITE IN THIS STUDENT GUIDE.

PRACTICE EXERCISE

Part 2 (Cont'd)

Parts of a Lesson Study Guide

- A. Evaluation
- B. Objective-Conditions-Lesson Requirements
- C. Practical Exercise
- D. Reason for Lesson
- E. Learning Supervisor's Prescription
- F. Learning Events
- G. Performance Test
- H. Lesson Understanding Quiz

Questions About Lesson Study Guide

1. What is the first part of every lesson?
2. What is the last part of every lesson?
3. What does a student do immediately before taking the performance test?
4. On which part of a lesson does the Learning Supervisor base his/her prescription?
5. Which part comes first, the Evaluation or the Performance Test?
6. Which part of a Lesson Study Guide should a student study to prepare himself/herself for the Evaluation?
7. Which part comes first, the Learning Events or the Practical Exercise?
8. Which part of the lesson is a test that the student scores himself/herself?

AD-A130 239

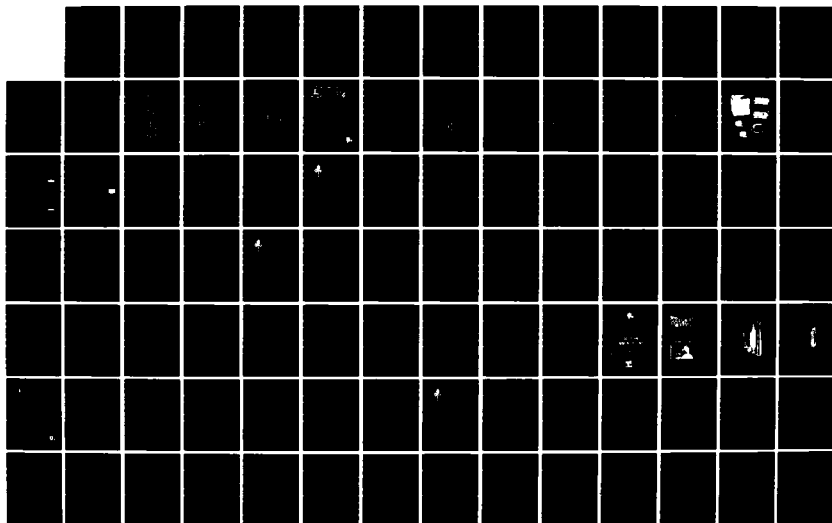
FBSEP (FUNCTIONAL BASIC SKILLS EDUCATION PROGRAM) RADIO 2/7
TELETYPE OPERATOR. (U) PERSPECTIVE INSTRUCTIONAL
COMMUNICATIONS INC SAN DIEGO CA 30 JUL 83

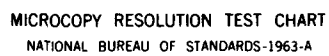
UNCLASSIFIED

DABT60-81-C-0027

F/G 5/9

NL





MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

ANSWERS TO PRACTICE EXERCISE

Part 1

1. B
The equipment that you will use in the lesson is found in the part titled Objective-Conditions-Lesson Requirements.
2. D
Why it is important to learn the lesson is found in the part titled Reason For Lesson.
3. G
The test given at the end of the lesson is found in the part titled Performance Test.
4. H
The test to find out how much you know about the lesson's objective, conditions and lesson requirements is found in the part titled Lesson Understanding Quiz.
5. X
There are no checklists found in a Lesson Study Guide. But the Learning Supervisor uses them when he/she gives the Evaluation and the Performance Test.
6. F
The step-by-step explanation on how to perform the task is found in the part titled Learning Events.
7. B
The things you will be taught how to do are found in the part titled Objective-Conditions-Lesson Requirements.
8. E
The extra training that your learning supervisor thinks you need will be written in by him or her in the part titled Learning Supervisor's Prescription.
9. A
The first test you will take to see if you can do the tasks covered in the lesson is found in the part titled Evaluation. Note: The Lesson Understanding Quiz is the first test in the lesson, but it does not cover the things that are taught in the lesson. It only covers the Objective, Conditions, and Lesson Requirements.
10. C
The chance to practice the task before taking the performance test is found in the part titled Practical Exercise.

ANSWERS TO PRACTICE EXERCISE

Part 2

1. D
The first part of every lesson is the Reason for Lesson.
2. G
The last part of every lesson is the Performance Test.
3. C
Immediately before taking the Performance Test the student does the Practical Exercise.
4. A
The Learning Supervisor bases his/her prescription on the student's performance on the Evaluation.
5. A
The Evaluation comes before the Performance Test.
6. F
A student should study the Learning Events to prepare for the Evaluation.
7. F
The Learning Events section comes before the Practical Exercise section.
8. H
The Lesson Understanding Quiz is the test that the student scores himself/herself.

A-02 SG
05C FBSEP

OBTAIN LESSON TEST FROM LEARNING SUPERVISOR

A-02 SG
05C FBSEP

REMEDIATION

This is your second chance to prepare for the test on the material covered in this lesson.

Study the material presented earlier in this Student Guide and review the Practice Exercise which you took earlier. When you are ready, do the Remediation Exercise. After you complete the Remediation Exercise, compare your answers with those found in Answers to Remediation Exercise.

After you have compared your answers and feel you are ready, ask for the Remediation Test.

REMEDIATION EXERCISE

Part 1

On the next page is a list of the eight parts of a Lesson Study Guide arranged in random order. Also, there are ten items of information you might find in a Lesson Study Guide.

On a separate sheet of paper, write the numbers 1 through 10 directly below one another. Each number stands for one of the ten items of information. Next to each number, print the letter of the part of the Lesson Study Guide which has the information.

You may use a letter more than once. If an item of information is NOT in a Lesson Study Guide, print an X next to the number. DO NOT WRITE IN THIS STUDENT GUIDE.

REMEDIATION EXERCISE

Part 1 (Cont'd)

Parts of a Lesson Study Guide

- A. Performance Test
- B. Lesson Understanding Quiz
- C. Evaluation
- D. Practical Exercise
- E. Learning Events
- F. Objective-Conditions-Lesson Requirements
- G. Reason for Lesson
- H. Learning Supervisor's Prescription

Items of Information

- 1. the equipment that you will use in the lesson
- 2. why it's important to learn the lesson
- 3. the test given at the end of the lesson
- 4. the test to see how much you know about the lesson's objective, conditions, and lesson requirements
- 5. the checklist used to score the Performance Test
- 6. a step-by-step explanation of how to perform a task
- 7. the things you will be taught how to do
- 8. the extra training the learning supervisor thinks you need
- 9. the first test you will take to see if you can do the task covered in the lesson
- 10. the chance to practice the task before taking the Performance Test

REMEDIATION EXERCISE

Part 2

On the next page is a list of the eight parts of a Lesson Study Guide arranged in random order. Also, there are eight questions about these parts.

On a separate sheet of paper, write the numbers 1 through 8 directly below one another. Each number stands for one of the eight questions. Next to each number, print the letter of the part of the Lesson Study Guide which is the answer to the question.

You will not use all of the letters and you may use a letter more than once. DO NOT WRITE IN THIS STUDENT GUIDE.

REMEDIATION EXERCISE

Part 2 (Cont'd)

Parts of a Lesson Study Guide

- A. Performance Test
- B. Lesson Understanding Quiz
- C. Evaluation
- D. Practical Exercise
- E. Learning Events
- F. Objective-Conditions-Lesson Requirements
- G. Reason for Lesson
- H. Learning Supervisor's Prescription

Questions About Lesson Study Guide

- 1. What is the first part of every lesson?
- 2. What is the last part of every lesson?
- 3. What does a student do immediately before taking the performance test?
- 4. On which part of a lesson does the Learning Supervisor base his/her prescription?
- 5. Which part comes first, the Evaluation or the Performance Test?
- 6. Which part of a Lesson Study Guide should a student study to prepare himself/herself for the Evaluation?
- 7. Which part comes first, the Learning Events or the Practical Exercise?
- 8. Which part of the lesson is a test that the student scores himself/herself?

ANSWERS TO REMEDIATION EXERCISE

Part 1

1. F
The equipment that you will use in the lesson is found in the part titled Objective-Conditions-Lesson Requirements.
2. G
Why it's important to learn the lesson is found in the part titled Reason For Lesson.
3. A
The test given at the end of the lesson is found in the part titled Performance Test.
4. B
The test to find out how much you know about the lesson's objective, conditions and lesson requirements is found in the part titled Lesson Understanding Quiz.
5. X
There are no checklists found in a Lesson Study Guide. But the Learning Supervisor uses them when he/she gives the Evaluation and the Performance Test.
6. E
The step-by-step explanation on how to perform the task is found in the part titled Learning Events.
7. F
The things you will be taught how to do are found in the part titled Objective-Conditions-Lesson Requirements.
8. H
The extra training that your learning supervisor thinks you need will be written in by him or her in the part titled Learning Supervisor's Prescription.
9. C
The first test you will take to see if you can do the tasks covered in the lesson is found in the part titled Evaluation. Note: The Lesson Understanding Quiz is the first test in the lesson, but it does not cover the things that are taught in the lesson. It only covers the Objective, Conditions, and Lesson Requirements.
10. D
The chance to practice the task before taking the performance test is found in the part titled Practical Exercise.

ANSWERS TO REMEDIATION EXERCISE

Part 2

1. G
The first part of every lesson is the Reason For Lesson.
2. A
The last part of every lesson is the Performance Test.
3. D
Immediately before taking the Performance Test, the student does the Practical Exercise.
4. C
The Learning Supervisor bases his/her prescription on the student's performance on the Evaluation.
5. C
The Evaluation comes before the Performance Test.
6. E
A student should study the Learning Events to prepare for the Evaluation.
7. E
The Learning Events section comes before the Practical Exercise section.
8. B
The Lesson Understanding Quiz is the test that the student scores himself/herself.

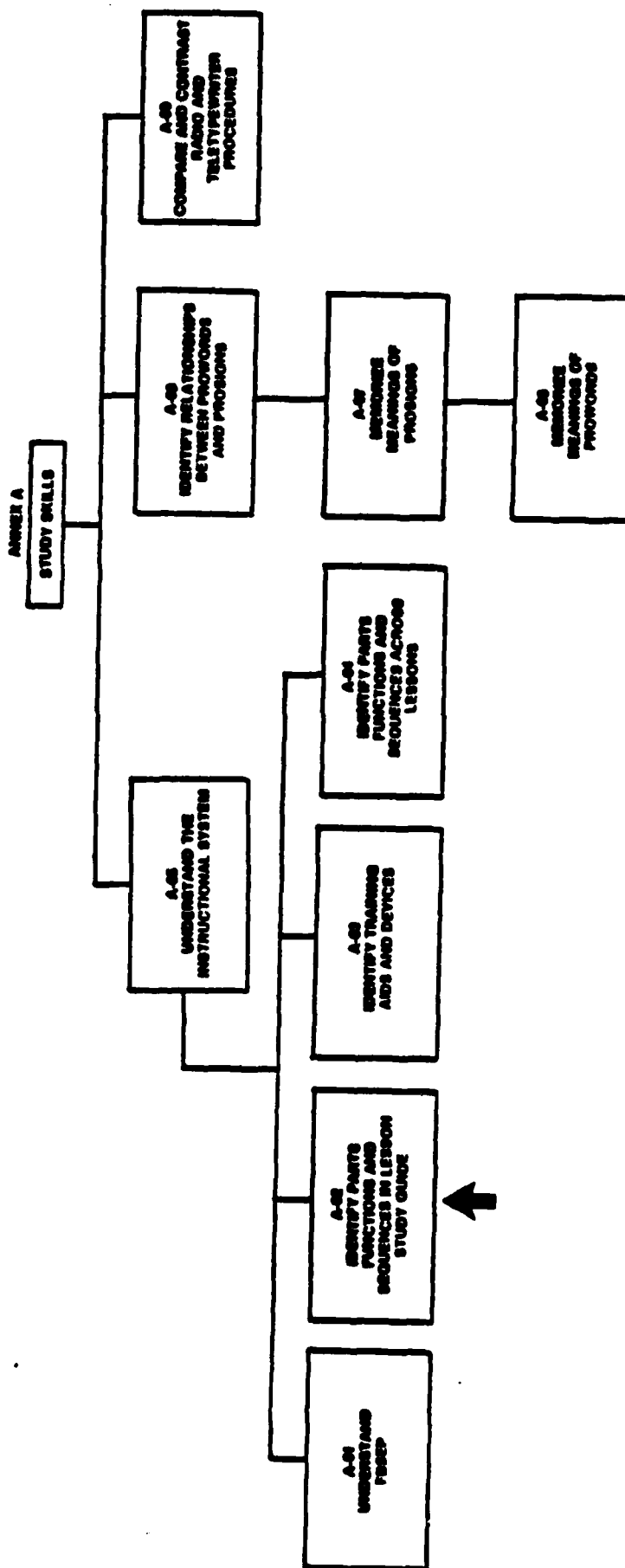
OBTAIN REMEDIATION TEST FROM LEARNING SUPERVISOR

A-02 SG
05C FBSEP

A-02 Overhead Transparencies

A-C 2

0



OBJECTIVE:

When you finish this lesson, you will be able to indicate what each part of the Lesson Study Guide is designed to do and indicate the order in which these parts are presented.

The main parts of a Lesson Study Guide and the order in which you go through them are as follows:

1. Reason for Lesson tells you why it is important to get the knowledge and skill taught in the lesson.
2. Objective-Conditions-Lesson Requirements. These three sections together tell you what you will be able to do after completing the lesson and the equipment and training aids you will use.
3. Lesson Understanding Quiz asks you some questions about the Objective-Conditions-Lesson Requirements. You score the quiz yourself.
4. Learning Events gives you the meaning of important words and the information you need to perform the task covered in the lesson.
5. Evaluation is a test that the instructor will give you to find out if you have learned the material and are ready to move on to the next part of the lesson. It is scored by the instructor.
6. Learning Supervisor's Prescription is a description of the additional training, if any, that the instructor thinks you need.
7. Practical Exercise is the chance you have to practice the task before going on to the Performance Test at the end of the lesson.
8. Performance Test is given by the instructor at the end of the lesson to see if you have learned and can do what is covered in the lesson. The instructor scores the test.

GENERAL PRINCIPLES FOR ALL LESSONS

INTRODUCTION

OBJECTIVE

INFORMATION

DEFINITIONS

STEPS TO FOLLOW

PRACTICE

TEST

REMEDIATION

A-02
4



UNITED STATES ARMY SIGNAL CENTER AND FORT GORDON FORT GORDON, GEORGIA 30905

LESSON STUDY GUIDE

USING ALPHA - NUMERICS

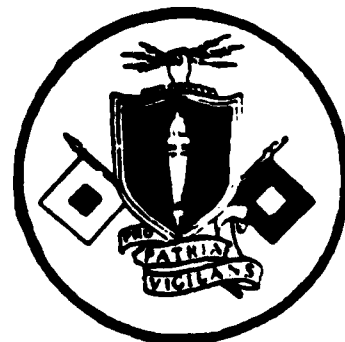
AVERAGE TIME: 1 HOUR

201-05B, C10/P02-SG

201-05B, C10/ASI-A4-A01-SG

APPROVED: 25 Aug 81

This document supports Task Numbers
113-571-1001, 113-571-1003, 113-587-2001,
113-587-2003, 113-601-1001, 113-618-2001,
and 113-620-2001.



MAIN PARTS OF A LESSON STUDY GUIDE

Reason for lesson

Objective/Conditions/Lesson Requirements

Lesson Understanding Quiz

Learning Events

Evaluation

Learning Supervisor's Prescription

Practical Exercise

Performance Test

USING ALPHA-NUMERICS

REASON FOR LESSON:

An operator will use military lettering, and phonetic words to avoid confusion and misunderstanding in CW and voice radio nets.

OBJECTIVE:

During this phase of instruction you will learn to print all letters of the alphabet and numerals 1 through 0, using military lettering techniques, and identify each by the phonetic pronunciation.

CONDITIONS:

To achieve this objective you will use the following aids:

- a. TM 11-459.
- b. Cassette tapes.
- c. IMC code copy paper.
- d. Military lettering chart.
- e. Phonetic alphabet chart.

LESSON REQUIREMENT:

To complete this lesson you must be able to print all letters of the alphabet, and numerals 1 through 0, using military lettering techniques, when presented verbally in a random manner for a period of 3 minutes with no errors.

LESSON UNDERSTANDING QUIZ:

1. Military lettering and phonetics are used to:
 - a. avoid confusion.
 - b. simplify printing.
 - c. save time.
 - d. none of the above.
2. The TM I will use for this lesson is:
 - a. TM 11-594.
 - b. TM 11-5820-10.
 - c. TM 11-459.
 - d. TM 11-5820-115-10.
3. I will be allowed _____ errors to qualify in this lesson.
 - a. zero
 - b. one
 - c. two
 - d. three
4. Check answers to questions 1 through 3.
 1. a
 2. c
 3. a

LEARNING EVENTS:

MILITARY LETTERING:

1. When you use the military method of printing letters and numbers, each character will be easy to read. Similar characters will be easily identified. You can be sure that your message will be understood by anyone that reads it.





2. Refer to Military Lettering Chart on page 4. As you study it, notice how many strokes are used to make each character.

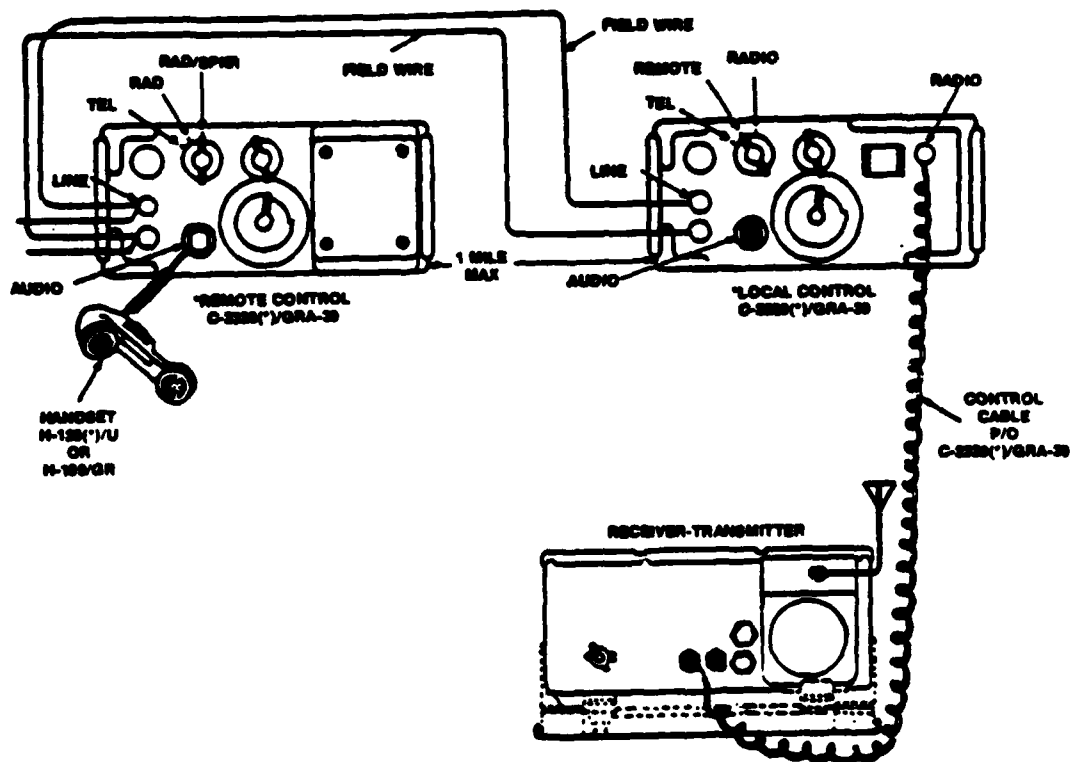
- Make U's with square corners to prevent them from looking like V's.
- Place a line through each Z to prevent it from looking like a 2 or a 7.
- Place a slanted strike through the Ø to prevent it from looking like the letter O.
- Underscore the number 1 to prevent it from looking like the letter l.
- Make the letter E with two strokes, not three or four. This saves time.

1. Print the number 5 carefully so it will not look like the letter S.

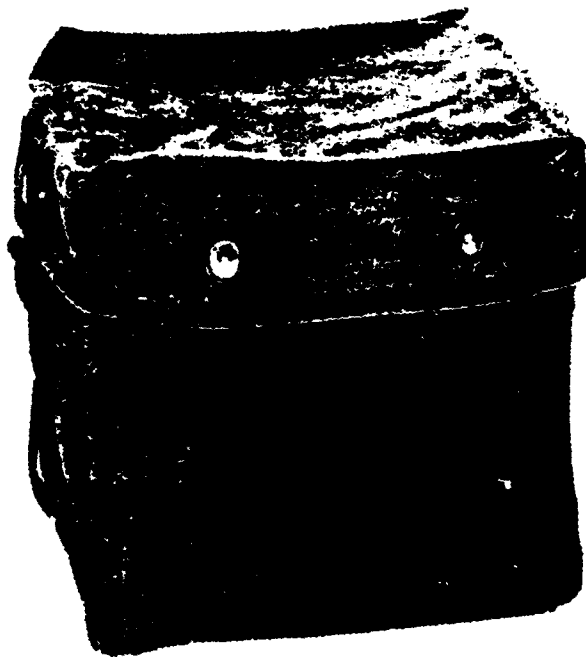
3. Practice printing each character five times in the spaces below after you have studied the military lettering chart. Then check your work against the chart. Practice any letter or number you may have made errors on for as many additional times as it is necessary until you can print the letter or number correctly without hesitation.

A — — — — —
B — — — — —
C — — — — —
D — — — — —

 ALFA (AL FAN)	 BRAVO (BRAM VOM)	 CHARLIE (CHAR LEE) or (SHAR LEE)	 DELTA (DELL TAN)
---	--	---	--



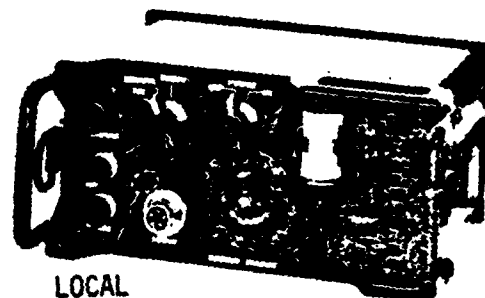
A-02
11



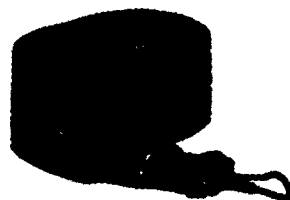
BAG, COTTON DUCK CW-598/GRA-39



REMOTE
CONTROL, RADIO SET C-2328/GRA-39



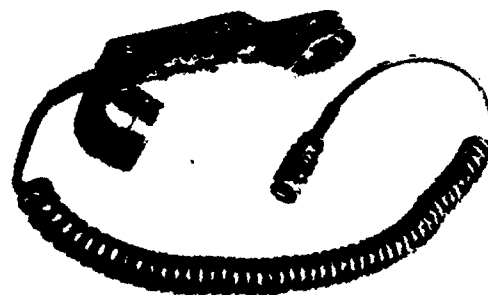
LOCAL
CONTROL, RADIO SET C-2329/GRA-39



SLING, CARRYING, BAG AND CASE



AUXILIARY SLING



HANDSET H-189/GR

A-02
12

EVALUATION:

At this point, if you can print all letters and numbers correctly, and can pronounce each letter and number phonetically, request an evaluation from your learning supervisor.

ADMINISTRATOR'S SCORING SHEET

Time Stop _____

FO2

Time Start _____

Is this GO or NO GO?

Total Time _____

Is this test or retest?

Student's Name _____

Date: _____

Note: Read the following instructions to the student:

HERE IS A LIST OF LETTERS AND NUMBERS. (Give student list of letters and numbers). WHEN I SAY BEGIN, PRONOUNCE EACH LETTER AND NUMBER PHONETICALLY. PAUSE BRIEFLY AFTER EACH LETTER AND NUMBER. BEGIN.

a. Pronouncing Letter/Numbers

- | | | |
|------|-----|----------|
| (1) | S = | SIERRA |
| (2) | V = | VICTOR |
| (3) | X = | X-RAY |
| (4) | L = | LIMA |
| (5) | K = | KILO |
| (6) | D = | DELTA |
| (7) | Z = | ZULU |
| (8) | A = | ALFA |
| (9) | U = | UNIFORM |
| (10) | W = | WHISKEY |
| (11) | Q = | QUEBEC |
| (12) | N = | NOVEMBER |
| (13) | Y = | YANKEE |
| (14) | I = | INDIA |
| (15) | J = | JULIET |
| (16) | F = | FOX TROT |
| (17) | M = | MIKE |
| (18) | B = | BRAVO |
| (19) | T = | TANGO |
| (20) | H = | HOTEL |
| (21) | E = | ECHO |
| (22) | P = | PAPA |
| (23) | G = | GOLF |
| (24) | R = | ROMEO |
| (25) | C = | CHARLIE |
| (26) | O = | OSCAR |
| (27) | 5 = | FIFE |
| (28) | 9 = | NINER |
| (29) | 4 = | POWER |
| (30) | 1 = | WUN |
| (31) | 0 = | ZERO |
| (32) | 7 = | SEVEN |
| (33) | 3 = | THREE |
| (34) | 8 = | EIGHT |
| (35) | 6 = | SIX |
| (36) | 2 = | TWO |

[illegible]

A-04
14

o-

ADMINISTRATOR'S SCORING SHEET

Is this GO or NO GO?
Is this first test or retest?

Student's Name: _____

Date: _____

Is this GO or NO GO?
Is this first test or retest?

Student's Name: _____

Date: _____

VERSION 1

1. A2D THIS IS A2D28 AUTHENTICATE - OVER
2. A2 THIS IS A2D28 I AUTHENTICATE - AUTHENTICATE -OVER
7. A2 THIS IS A2D28 CLOSE DOWN - OVER
11. A2D28 THIS IS C9L07D ROGER OUT

VERSION II

2. A3F28 THIS IS D5U06D I AUTHENTICATE - AUTHENTICATE - OVER
5. A3F THIS IS U4C27D I AUTHENTICATE - OVER
7. A3F THIS IS A3F28 CLOSE DOWN - OVER
9. A3F THIS IS A3F28 I AUTHENTICATE - OVER

[illegible]

A-04
15

LEARNING SUPERVISOR'S PRESCRIPTION

(To be filled out by Learning Supervisor only)

ADDITIONAL STUDY IS REQUIRED IN THE FOLLOWING AREA(S):

AREA

HOW TO BE STUDIED

_____	_____
_____	_____
_____	_____
_____	_____

PRACTICE WITH STUDY GUIDE (INFORM THE LEARNER HOW TO PROCEED).

PRACTICE WITH LEARNING SUPERVISOR GUIDANCE.

LEARNER'S CONCURRENCE

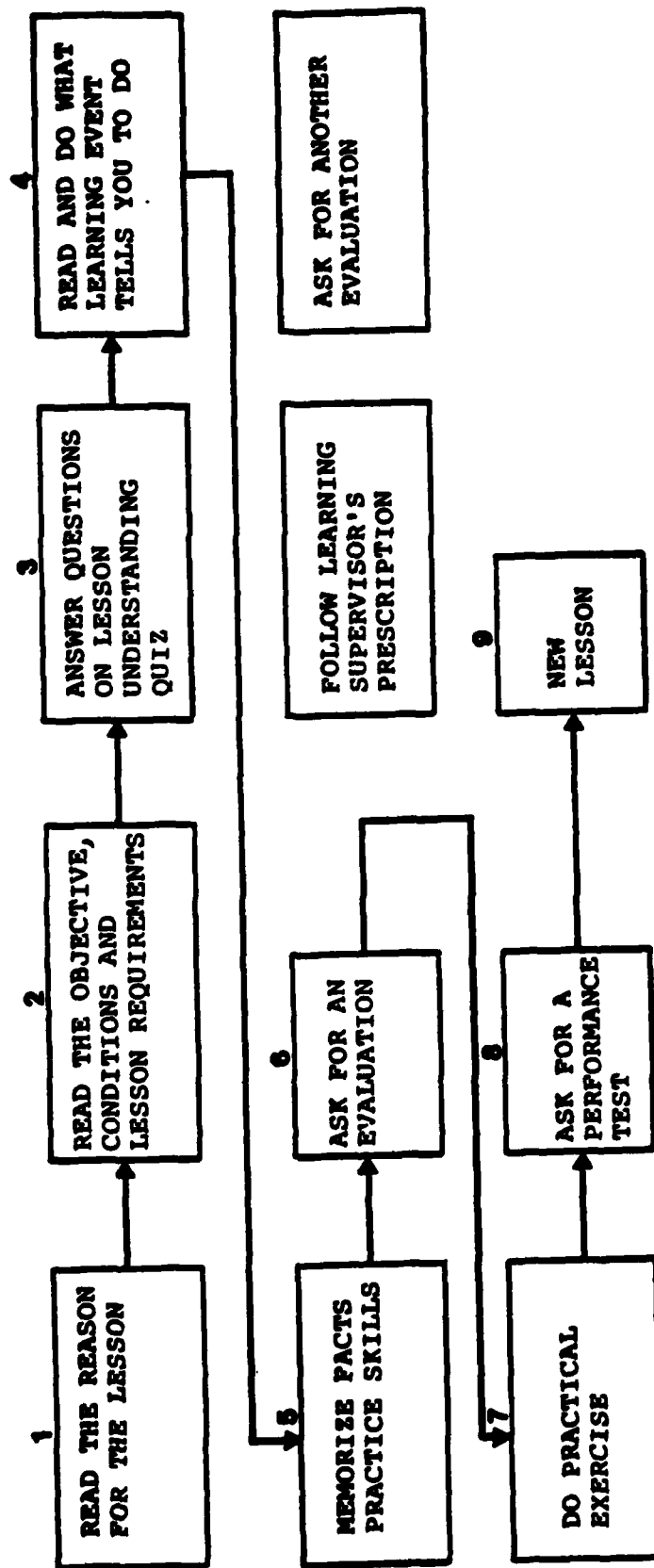
(Initials)

LEARNING SUPERVISOR

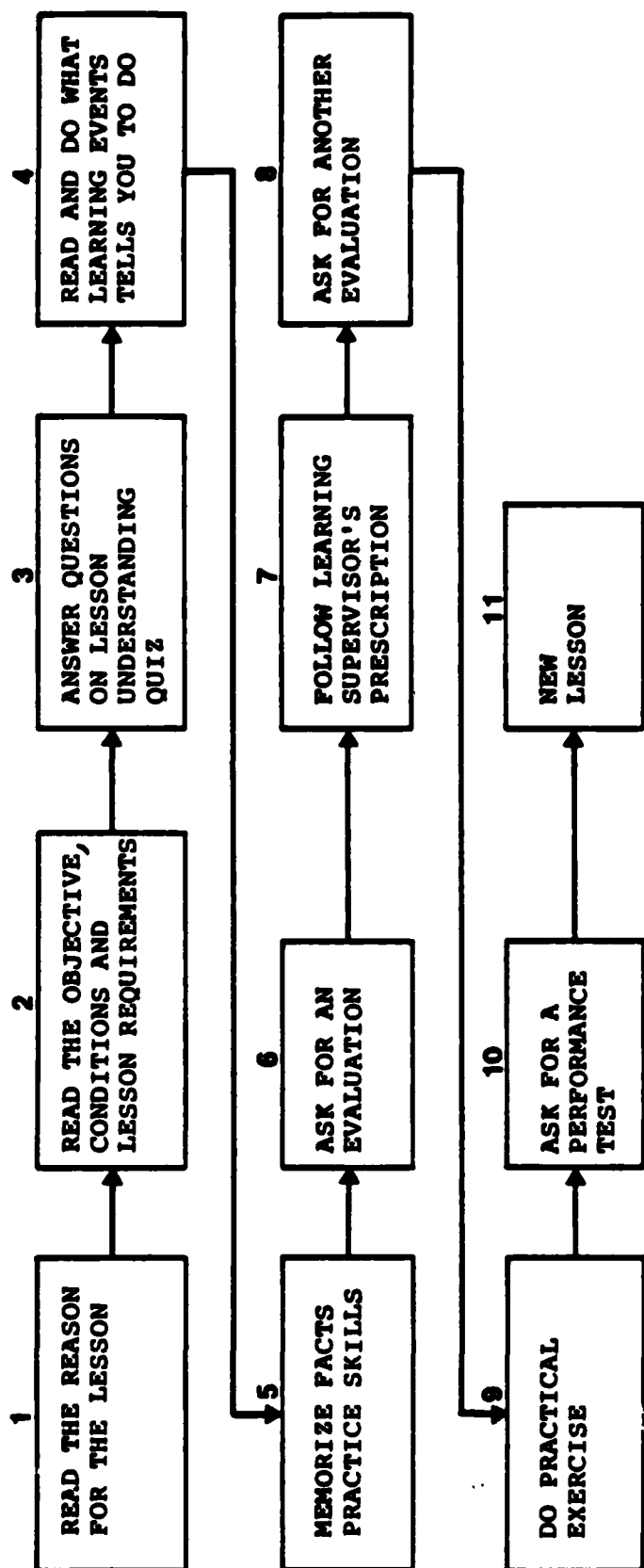
(Signature)

(The Learning Supervisor will sign only after additional study has been completed satisfactorily.)

SEQUENCE OF EVENTS FOR STUDENT WHO PASSES EVALUATION



SEQUENCE OF EVENTS FOR STUDENT WHO FAILS EVALUATION





FBSEP

RADIO TELETYPE OPERATOR

MOS 05C10

LEARNING SUPERVISOR GUIDE

05C FBSEP LESSON A-03

IDENTIFYING TRAINING AIDS AND DEVICES USED IN THE COURSE

PREREQUISITE: A-02

MATERIALS REQUIRED: 11 Overhead Transparencies

TIME REQUIRED: 1 hour

TYPE OF LESSON: Group paced

LEARNING SUPERVISOR GUIDE

05C FBSEP LESSON A-03

IDENTIFYING TRAINING AIDS AND DEVICES USED IN THE COURSE

Section 1: Introduction

1. Study Skills for 05C FBSEP Course

Show Transparency 1 (Annex A Map).

Explain the following:

Map shows tasks concerned with study skills needed in 05C FBSEP Course.

If students have good study skills, they are more likely to succeed in the course.

The arrow points to the lesson they are attending now.

2. Objective of lesson

Show Transparency 2 (Objective of Lesson).

Read the objective aloud to class.

Explain the following:

Students will use a number of different training aids and devices in the course.

This lesson is designed to give students a preview of the training aids and devices.

Students will learn more about them, including how to use them, later in the course.

3. Generality for lesson

Show Transparency 3 (Generality for Lesson).

Read generality aloud or have students take turns reading it aloud.

Explain that each point will be covered in more detail later.

4. Distribute Student Guide A-03 to students.

Explain that students will use it at the end of the lesson for review and for practice.

Section 2: Presentation

1. Types of training aids/devices

Show Transparency 4 (Types of Training Aids and Devices).

State the name of each training aid and device.

Beseler Cue/See

TEC Audiovisual Lesson

TEC Printed Lesson

TT-76 Reperforator/Transmitter

TT-98 Teletypewriter

Lesson Study Guide

2. Beseler Cue/See

Show Transparency 5 (Beseler Cue/See).

Explain the following about the Beseler Cue/See:

It's used for many lessons in the course.

The student hears a voice and sees pictures which together provide an explanation and demonstration of how to perform a task.

The device stops periodically to allow the student to answer questions or work with equipment.

When the student is finished, he/she pushes a button and the narration and pictures continue.

The students will be taught how to use the equipment later.

The Lesson Study Guide states when the Beseler Cue/See is to be used.

3. TEC Audiovisual Lesson

Show Transparency 6 (Audio Cassette and Visual Cassette).

Explain the following about the two cassettes:

The large cassette holds a film strip loop and contains the pictures.

The small cassette holds the sound track and is similar to tape cassettes students have seen and used in civilian life.

Both cassettes are stored in a carrying case with the lesson number marked on the case.

Both cassettes are inserted and played in the Beseler Cue/See device.

The Lesson Study Guides will tell students when they should use the Beseler Cue/See and the audiovisual tape by giving the ID number of the TEC Lesson.

TEC stands for Training Extension Course.

4. TEC Printed Lesson

Show Transparency 7 (Cover Page of Printed TEC Lesson).

Explain the following about the printed TEC lessons:

All TEC lessons are not prepared in audio-visual format. Some are prepared in book format.

The printed TEC lessons are used for the lessons on teletypewriter procedures and a few other lessons.

The Lesson Study Guide for the teletypewriter lessons will tell students when to use a printed TEC Lesson.

4. TEC Printed Lesson (Continued)

Show Transparency 8 (Page from Printed TEC Lesson).

Explain the following about the printed Tec lesson page:

You are given information.

You are given questions to answer.

You are given the answers to the questions.

5. TT-76 Reperforator/Transmitter

Show Transparency 9 (Reperforator/transmitter).

Explain the following about the reperforator/transmitter:

Allows you to send a message by operating keyboard or by means of perforated tape.

Messages are printed and punched on paper tape for later transmission.

Can send and receive 60 or 100 words per minute.

Is a major component in a radio teletypewriter system.

Is a kind of teletypewriter.

6. TT-98 Teletypewriter

Show Transparency 10 (Teletypewriter).

Explain the following about the teletypewriter:

Transmits, monitors or receives teletype-
writer messages in Baudot code.

Messages are printed on page copy.

Can operate at 60 or 100 words per minute.

Sends messages by means of a keyboard.

Receives messages as printed copy.

A major component in a radio teletype-
writer system.

7. Lesson Study Guide

Show Transparency 11 (Cover Page of a Lesson Study Guide).

Explain the following about the Lesson Study Guide:

Remind students that there is a Lesson Study Guide for each lesson in the 05C FBSEP Course.

The Lesson Study Guide will tell them when they must use the other training aids and devices discussed above.

Section 3: Summary and Practice

1. Reshow Transparency 4 (Types of Training Aids and Devices).
2. Briefly describe each aid/device.

Beseler Cue/See

A device that presents audiovisual lessons.

Operated by the student.

TEC Audiovisual Lesson

Audio cassette and visual cassette inserted and played on the Beseler Cue/See.

TEC Printed Lesson

Used for teletypewriter procedure lessons and a few other lessons.

Contains information, questions, and answers.

TT-76 Reperforator/Transmitter

Used to teach skills on the teletypewriter.

Produces a tape with perforations (holes) which represent letters and numbers.

TT-98 Teletypewriter

Used to teach skills on the teletypewriter.

Produces a printed page.

Lesson Study Guide

There is a Lesson Study Guide for each lesson in the 05C FBSEP Course.

2. Lesson Study Guide (Continued)

It is the basic source of information for the students.

When other aids or devices are needed, the Lesson Study Guide will tell you.

3. Direct students to read their Student Guides to review the lesson before taking the Practice Exercise.

4. Practice Exercise

When students have finished reading the Student Guide, direct them to complete the Practice Exercise in the Student Guide.

They should then compare their answers with those found in the Student Guide.

When students have finished, ask them if they have any questions. Answer students' questions.

Section 4: Lesson Test

Distribute Lesson Test to students.

Direct the students to complete the Lesson Test.

Remain in room to monitor student performance.
DO NOT GIVE HELP.

When all students are finished, collect the Lesson Test.

DO NOT give students the correct answers to the Lesson Test.

Score the Lesson Test and determine if the student meets standards.

Students who meet standards move on to the next lesson.

Students who fail to meet standards require remediation.

Section 5: Remediation Exercise

Direct students to study their Student Guide.

Circulate among students and give help as needed.

Direct students to complete the Remediation Exercise in the Student Guide and then to compare their answers with those found in the Student Guide.

When students have finished, ask them if they have any questions. Answer students' questions.

Section 6: Remediation Test

Distribute Remediation Test to students.

Direct the students to complete the Remediation Test.

Remain in the room to monitor student's performance. DO NOT give help.

When all students are finished, collect the Remediation Tests.

DO NOT give students the correct answers to the Remediation Test.

Score the Remediation Test and determine if the student meets standards.

Students who meet standards move on to the next lesson.

Students who fail to meet standards should be referred to Counseling.



FBSEP

RADIO TELETYPE OPERATOR

MOS 05C10

STUDENT GUIDE

05C FBSEP LESSON A-03

IDENTIFYING TRAINING AIDS AND DEVICES USED IN THE COURSE

PREREQUISITE: A-02

MATERIALS REQUIRED: None

TYPE OF LESSON: Group paced

STUDENT GUIDE

05C FBSEP LESSON A-03

IDENTIFYING TRAINING AIDS AND DEVICES USED IN THE COURSE

INTRODUCTION

This is the second of four lessons which describe the radio teletype operator course. In the first lesson, you learned about the parts of a Lesson Study Guide and the order in which you go through the parts of the Lesson Study Guide. In this lesson you will learn about the special training aids and devices used in the course. You will be using these aids and devices later.

The map on the next page shows you where this lesson fits in with the other lessons about the 05C FBSEP Course. The lesson you are now doing is marked with an arrow.

This Student Guide is prepared to help you review the material that was presented by the learning supervisor. It has the "key" information, a Practice Exercise and the Answers to the Practice Exercise. It also has a Remediation Exercise and the Answers to the Remediation Exercise.

Read the "key" information as a review. When you finish, do the Practice Exercise. Then compare your answers with those found in the Answers to the Practice Exercise. If you need help, ask your learning supervisor.

ANNEX A
STUDY SKILLS

A-09
COMPARE AND CONTRAST
RADIO AND
TELETYPE
PROCEDURES

A-08
IDENTIFY RELATIONSHIPS
BETWEEN PROWORDS
AND PROGRMS

A-07
MEMORIZE
MEANINGS OF
PROGRMS

A-06
MEMORIZE
MEANINGS OF
PROWORDS

A-05
UNDERSTAND THE
INSTRUCTIONAL SYSTEM

A-04
IDENTIFY PARTS
FUNCTIONS AND
SEQUENCES ACROSS
LESSONS

A-03
IDENTIFY TRAINING
AIDS AND DEVICES

A-02
IDENTIFY PARTS
FUNCTIONS AND
SEQUENCES IN LESSON
STUDY GUIDE

A-01
UNDERSTAND
FBSEP



A-03 SG
05C FBSEP

OBJECTIVE

When you finish this lesson, you will be able to match the name of each training aid or device with what it is designed to do.

The following training aids and devices are used by students in the course:

1. Beseler Cue/See

This is a training device that plays audio and visual cassettes.

2. TEC Audiovisual Lesson

This is an audio and a visual cassette which together form a lesson.

3. TEC Printed Lessons

These are booklets which are used for teletypewriter procedures and a few other lessons.

4. TT-76 Reperforator/Transmitter

This is a teletypewriter that sends messages by means of a keyboard or perforated tape and receives messages on printed and perforated tapes.

5. TT-98 Teletypewriter

This is a teletypewriter that sends messages by means of a keyboard and receives messages as printed copy.

6. Lesson Study Guides

These are booklets which are used in every lesson in the 05C AIT Course.

PRESENTATION

The learning supervisor will describe the six training aids and devices that are used in the 05C AIT Course. Pay close attention to his/her presentation. Later you will have a chance to practice and then be tested on what you have learned about the training aids and devices.

SUMMARY AND PRACTICE

During the Practice Exercise, you will have a chance to see how much you have learned about the training aids and devices used in the 05C AIT Course. After you complete the Practice Exercise and compare your answers with those found in Answers to Practice Exercise, you will be given the Lesson Test.

PRACTICE EXERCISE

Below is a list of six training aids and devices used in the 05C AIT Course. Also, there are six descriptions.

On a separate sheet of paper, write the numbers 1 through 6 directly below one another. Each number stands for a description. Then print the letter of the training aid or device next to its description.

Training Aids or Devices

- a. TT-76 Reperforator/Transmitter
- b. Beseler Cue/See
- c. TEC Audiovisual Lesson
- d. Lesson Study Guide
- e. TT-98 Teletypewriter
- f. TEC Printed Lesson

Descriptions

- 1. the booklets that are used in every lesson in the 05C AIT Course
- 2. the audio cassettes and visual cassettes which together form a lesson
- 3. the training device which plays the audio and visual cassettes
- 4. a teletypewriter that sends messages by means of a keyboard or perforated tape and receives messages on printed and perforated tape
- 5. the booklets that are used for teletypewriter procedures and a few other lessons
- 6. the teletypewriter that sends messages by means of a keyboard and receives messages as printed copy

ANSWERS TO PRACTICE EXERCISE

1. d
Lesson Study Guides are the booklets used in every lesson in the 05C AIT Course.
2. c
TEC Audiovisual Lessons are the audio cassettes and visual cassettes which together form a lesson.
3. b
The Beseler Cue/See is the training device which plays the audio and visual cassettes.
4. a
The TT-76 Reperforator/Transmitter is the teletypewriter that sends messages by means of a keyboard of perforated tape and receives messages on printed and perforated tape.
5. f
TEC Printed Lessons are the booklets that are used for teletypewriter procedures and a few other lessons.
6. e
The TT-98 Teletypewriter is the typewriter that sends messages by means of a keyboard and receives messages as printed copy.

OBTAIN LESSON TEST FROM LEARNING SUPERVISOR

A-03 SG
05C FBSEP

REMEDIATION

This is your second chance to prepare for the test on Training Aids and Devices used in the 05C AIT Course. Study the material found on page 4 of the Student Guide and review the Practice Exercise that you took earlier. When you are ready, do the Remediation Exercise. After you complete the Remediation Exercise, compare your answers with those found in Answers to Remediation Exercise. When you have finished comparing your answers, ask the learning supervisor for the Remediation Test.

REMEDIATION EXERCISE

Below is a list of six training aids and devices used in the 05C AIT Course. Also, there are six descriptions.

On a separate sheet of paper, write the numbers 1 through 6 directly below one another. Each number stands for a description. Then print the letter of the training aid or device next to its description.

Training Aids or Devices

- a. TEC Printed Lesson
- b. TT-98 Teletypewriter
- c. Lesson Study Guide
- d. TEC Audiovisual Lesson
- e. Beseler Cue/See
- f. TT-76 Reperforator/Transmitter

Descriptions

- 1. the booklets that are used in every lesson in the 05C AIT Course
- 2. the audio cassettes and visual cassettes which together form a lesson
- 3. the training device which plays the audio and visual cassettes
- 4. a teletypewriter that sends messages by means of a keyboard or perforated tape and receives messages on printed and perforated tape
- 5. the booklets that are used for teletypewriter procedures and a few other lessons
- 6. the teletypewriter that sends messages by means of a keyboard and receives messages as printed copy

ANSWERS TO REMEDIATION EXERCISE

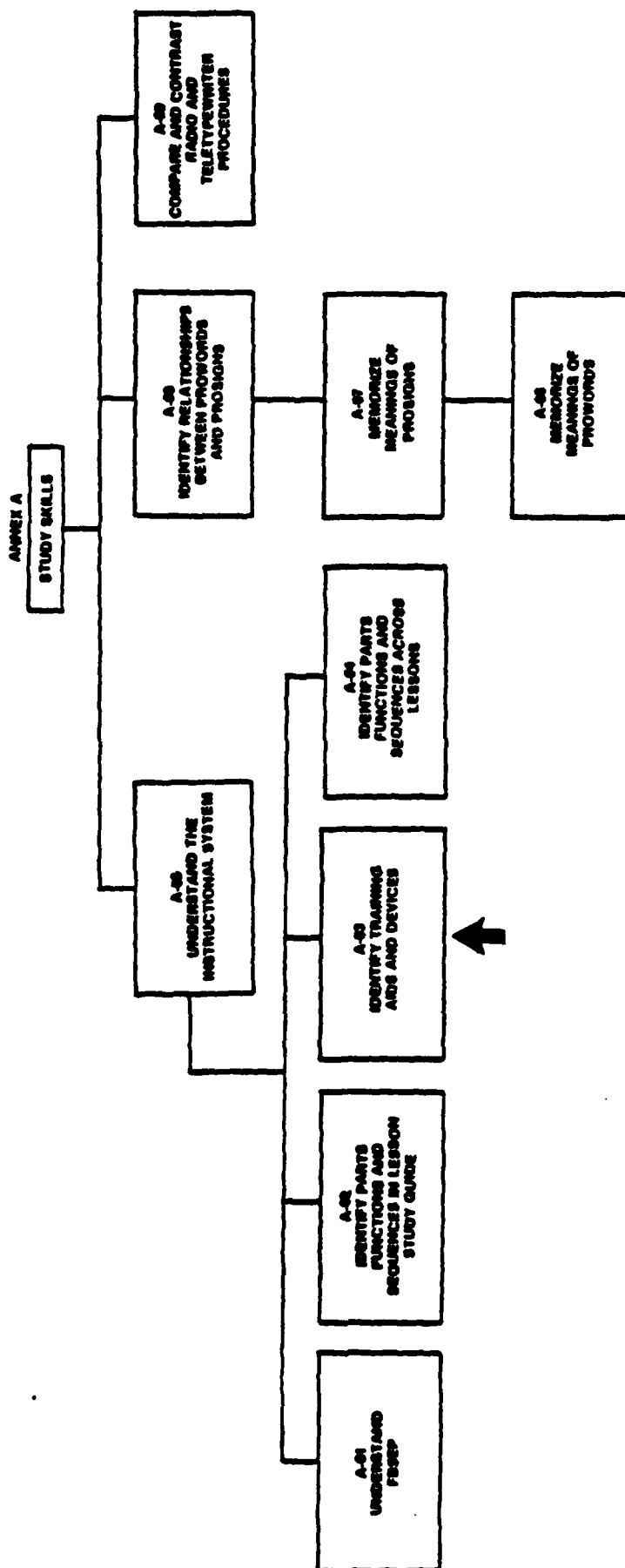
1. c
Lesson Study Guides are the booklets used in every lesson in the 05C AIT Course.
2. d
TEC Audiovisual Lessons are the audio cassettes and visual cassettes which together form a lesson.
3. e
The Beseler Cue/See is the training device which plays the audio and visual cassettes.
4. f
The TT-76 Reperforator/Transmitter is the teletypewriter that sends messages by means of a keyboard of perforated tape.
5. a
TEC Printed Lessons are the booklets that are used for teletypewriter procedures and a few other lessons.
6. b
The TT-98 Teletypewriter is the typewriter that sends messages by means of a keyboard and receives messages as printed copy.

OBTAIN REMEDIATION TEST FROM LEARNING SUPERVISOR

A-03 SG
05C FBSEP

OVERHEAD TRANSPARENCIES

A-03
0



A-03
1

OBJECTIVE:

When you finish this lesson, you will be able to match the name of each training aid and device with what it is designed to do.

The following training aids and devices are used by students in the course:

- 1. Beseler Cue/See**
This is a training device that plays audio and visual cassettes.
- 2. TEC Audiovisual Lessons**
This is an audio and a visual cassette which together form a lesson.
- 3. TEC Printed Lessons**
These are booklets which are used for teletypewriter procedures and a few other lessons.
- 4. TT-76 Reperforator/Transmitter**
A Teletypewriter that sends messages by means of a keyboard or perforated tape and receives messages as printed and perforated tape.
- 5. TT-98 Teletypewriter**
A teletypewriter that sends messages by means of a keyboard and receives messages as page copy.
- 6. Lesson Study Guides**
These are booklets which are used in every lesson in the 05C course.

Training aids and Devices

Baseler Cue/See

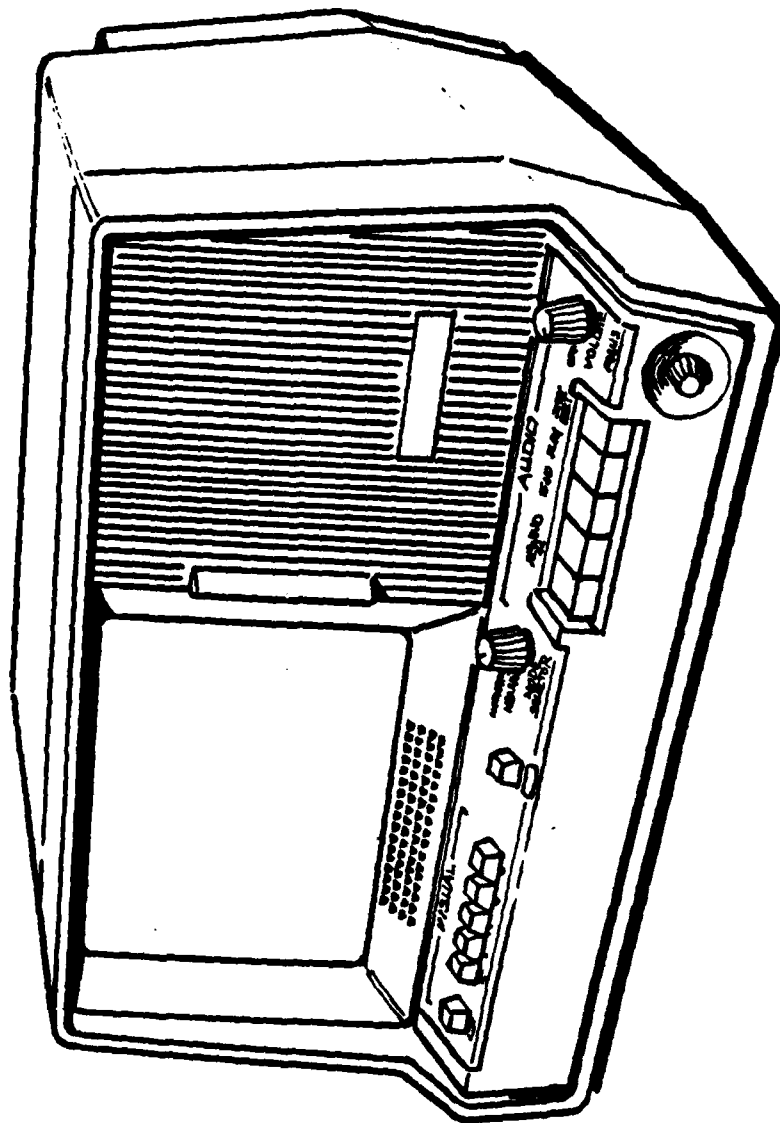
TEC Audiovisual Lesson

TEC Printed Lesson

TT-76 Reperforator/Transmitter

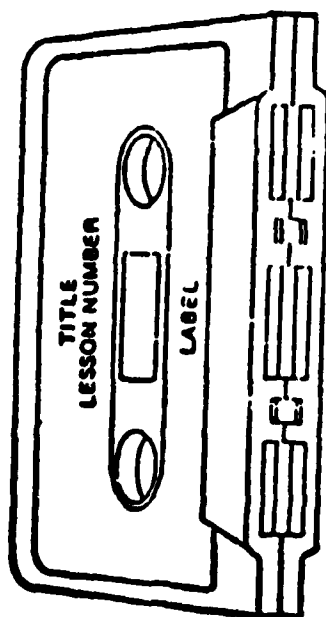
TT-98 Teletypewriter

Lesson Study Guide

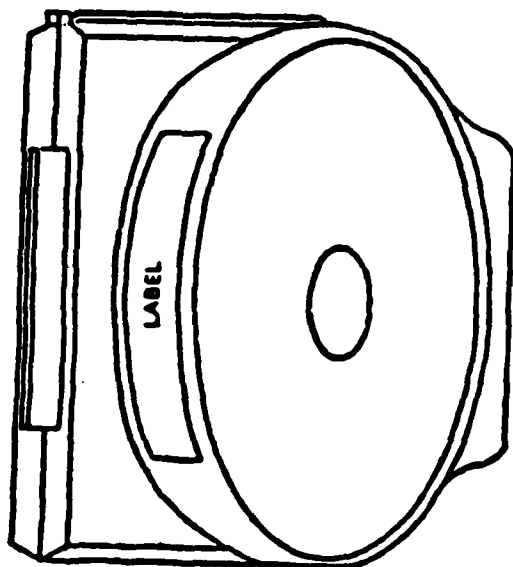


BESELER CUE/SEE

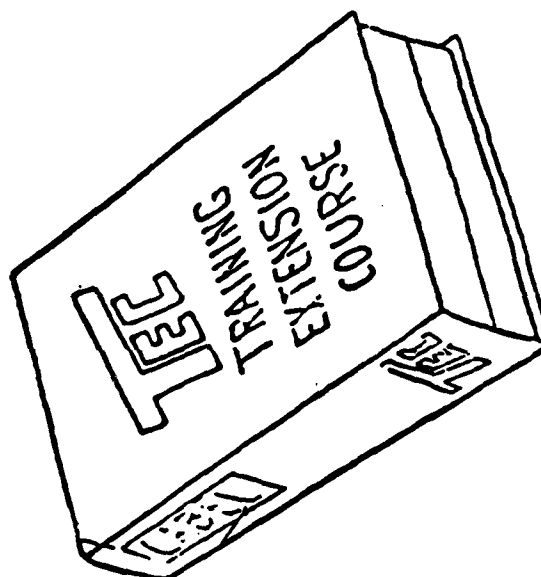
A-03
S



AUDIO CASSETTE



VISUAL CASSETTE



STORAGE CASE

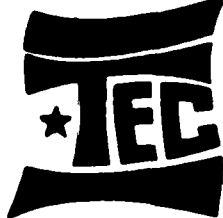


**US ARMY SIGNAL SCHOOL
FORT GORDON, GEORGIA 30905**

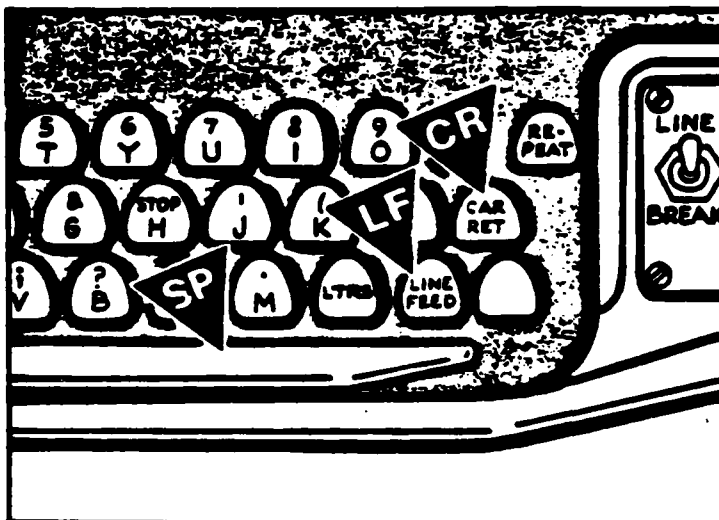
**RADIO TELETYPEWRITER COMMUNICATION
PROCEDURES**

ESTABLISHING COMMUNICATIONS

PART 1



TEC Lesson No. 201-113-4601-A



9

THE MACHINE FUNCTIONS
NECESSARY FOR ALIGNING THE
TELETYPEWRITER TO TRANSMIT
AND RECEIVE ARE:

- a. Space.
- b. Carriage Return (Car Ret).
- c. Line Feed.



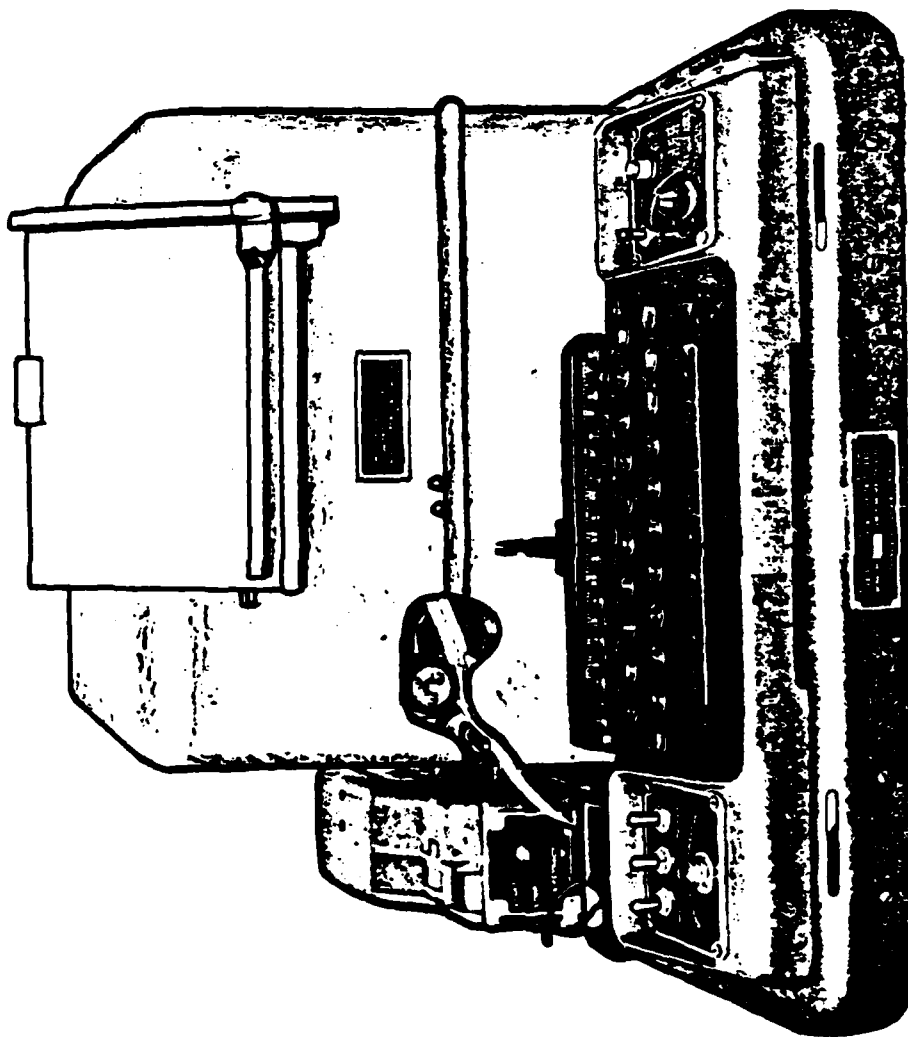
10

ALL TELETYPE TRANSMISSIONS
MUST BE PRECEDED BY THE
FOLLOWING OPENING MACHINE
FUNCTIONS:

- a. Five spaces.
- b. Two carriage returns.
- c. One line feed.

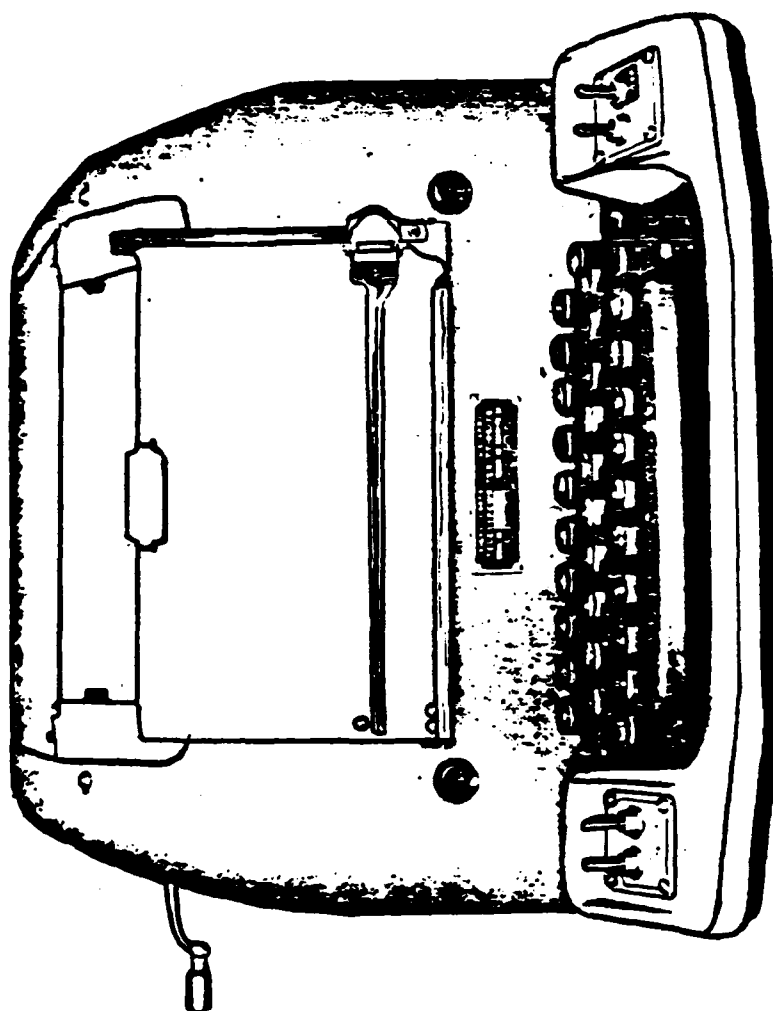
7

A-03
8



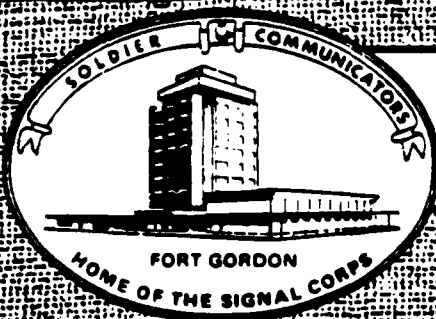
TT-76A/GGC REPERFORATOR-TRANSMITTER

A 93
9



TT-98
TELETYPEWRITER

A-03
10



UNITED STATES ARMY SIGNAL CENTER AND FORT GORDON FORT GORDON, GEORGIA 30905

LESSON STUDY GUIDE

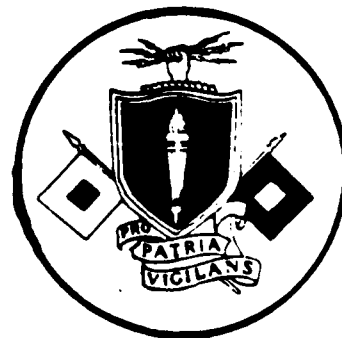
USING ALPHA - NUMERICS

AVERAGE TIME: 1 HOUR

201-05B,C10/F02-SG
201-05B,C10/ASI-A4-A01-SG

APPROVED: 25 Aug 81

This document supports Task Numbers
113-571-1001, 113-571-1003, 113-587-2001,
113-587-2003, 113-601-1001, 113-618-2001,
and 113-620-2001.

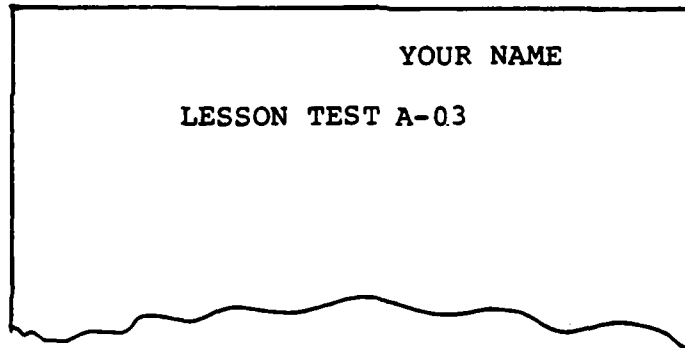


LESSON TEST FOR A-03

You will need some paper and a pencil to do this Lesson Test. It contains 6 items. Each item tests the objective that you learned in this lesson. Each item is worth one point. You must get 5 out of 6 total points to pass this test. Write your answers on a separate sheet of paper. DO NOT WRITE ON THIS TEST.

Do the following to prepare for the test.

1. Get a sheet of paper and in the upper right hand corner, PRINT your last name, first name, and middle initial.
2. In the center of the top line, PRINT Lesson Test A-03 so that your paper looks as shown below.



3. Now move on to the next page.

Below is a list of six training aids and devices used in the 05C AIT Course. Also, there are six descriptions. On your paper, write the numbers 1 through 6 directly below one another. Each number stands for a description. Then print the letter of the training aid or device next to its number.

DO NOT WRITE ON THIS TEST.

Training Aids or Devices

- a. TEC Printed Lesson
- b. TT-76 Reperforator/Transmitter
- c. Beseler Cue/See
- d. TEC Audiovisual Lesson
- e. TT-98 Teletypewriter
- f. Lesson Study Guide

Descriptions

- 1. the booklets that are used in every lesson in the 05C AIT Course
- 2. the audio cassettes and visual cassettes which together form a lesson
- 3. the training device which plays the audio and visual cassettes
- 4. a teletypewriter that sends messages by means of a keyboard or perforated tape and receives messages on printed and perforated tape
- 5. the booklets that are used for teletypewriter procedures and a few other lessons
- 6. the teletypewriter that sends messages by means of a keyboard and receives messages as printed copy

REMEDATION TEST FOR A-03

You will need some paper and a pencil to do this Remediation Test. It contains 6 items. Each item tests the objective that you learned in this lesson. Each item is worth one point. You must get 5 out of 6 total points to pass this test. Write your answers on a separate sheet of paper. DO NOT WRITE ON THIS TEST.

Do the following to prepare for the test.

1. Get a sheet of paper and in the upper right hand corner, PRINT your last name, first name, and middle initial.
2. In the center of the top line, PRINT Remediation Test A-03 so that your paper looks as shown below.

YOUR NAME
REMEDATION TEST A-03

3. Now move on to the next page.

Below is a list of six training aids and devices used in the 05C AIT Course. Also, there are six descriptions. On your paper, write the numbers 1 through 6 directly below one another. Each number stands for a description. Then print the letter of the training aid or device next to its number.

DO NOT WRITE ON THIS TEST.

Training Aids or Devices

- a. Beseler Cue/See
- b. Lesson Study Guide
- c. TEC Printed Lesson
- d. TT-98 Teletypewriter
- e. TEC Audiovisual Lesson
- f. TT-76 Reperforator/Transmitter

Descriptions

- 1. the booklets that are used in every lesson in the 05C AIT Course
- 2. the audio cassettes and visual cassettes which together form a lesson
- 3. the training device which plays the audio and visual cassettes
- 4. a teletypewriter that sends messages by means of a keyboard or perforated tape and receives messages on printed and perforated tape
- 5. the booklets that are used for teletypewriter procedures and a few other lessons
- 6. the teletypewriter that sends messages by means of a keyboard and receives messages as printed copy

ANSWER KEY FOR LESSON TEST A-03

This answer key contains the correct responses for Lesson Test A-03. Each item is worth one point. Students must get 5 out of 6 total points to pass this test.

1. f
2. d
3. c
4. b
5. a
6. e

ANSWER KEY FOR REMEDIATION TEST A-03

This answer key contains the correct responses for Remediation Test A-03. Each item is worth one point. Students must get 5 out of 6 total points to pass this test.

1. b
2. e
3. a
4. f
5. c
6. d



FBSEP

RADIO TELETYPE OPERATOR

MOS 05C10

LEARNING SUPERVISOR GUIDE

05C FBSEP LESSON A-04

IDENTIFYING PARTS, FUNCTIONS AND SEQUENCE ACROSS LESSONS

PREREQUISITES: A-02, A-03

MATERIALS REQUIRED: 20 Overhead transparencies

TIME REQUIRED: 2 hours

TYPE OF LESSON: Group paced

LEARNING SUPERVISOR GUIDE

05C FBSEP LESSON A-04

IDENTIFYING PARTS, FUNCTIONS AND SEQUENCE ACROSS LESSONS

Section 1: Introduction

1. Study Skills for 05C AIT Course

Show Transparency 1 (Annex A Map).

Explain the following points:

Map shows tasks concerned with study skills needed in 05C AIT Course.

If students have good study skills, they are more likely to succeed in the course.

The arrow points to the lesson they are attending now.

2. Objective of Lesson

Show Transparency 2 (Objective of Lesson).

Read the objective aloud to the students.

Explain the following points:

The 05C AIT Course has a number of components.

The students learned about several of the components earlier: the lessons and the training aids and training devices.

In this lesson they will learn about the other components and how to progress through them.

Knowing how the 05C system works will help them in the course.

3. Generality for lesson

Show Transparency 3 (Generality for Lesson).

Read generality aloud or have students take turns reading it aloud.

Explain that each point will be covered in more detail in a few minutes.

4. Distribute Student Guide A-03 to students.

Explain that students will use it at the end of the lesson for review and for practice.

Section 2: Presentation

1. Lesson

Show Transparency 4 (Cover of Lesson Study Guide).

Explain the following points:

The basic unit in the 05C AIT Course is the lesson.

The lesson is the smallest unit in the course.

Ask students to recall the parts of a lesson:

Reason for lesson

Objective-Conditions-Lesson Requirements

Lesson Understanding Quiz

Learning Events

Evaluation

Learning Supervisor's Prescription

Practical Exercise

Performance Test

Ask students how a student knows when he/she has completed a lesson.

ANSWER: The student passes the Performance Test at the end of the lesson.

2. Annex

Show Transparency 5 (Annex).

Explain the following points:

The next largest unit, after the lesson, is the annex.

An annex consists of two or more related lessons.

Explain that there are eleven annexes in the 05C AIT Course

Ask students what "eleven annexes" mean.

ANSWER: eleven clusters of related lessons

Show Transparency 6 (Annexes)

Explain the following points:

Each annex is identified by a letter of the alphabet.

Each lesson in an annex is identified by a number.

Show Transparency 7 (Annex F).

Explain the following points:

Annex F is titled General Subjects.

Annex F has two lessons.

F01 is titled Orientation to School and Course.

F02 is titled Alphanumerics.

Show Transparency 8 (Annex H).

Explain the following points:

Annex H is titled Radiotelephone Procedures.

Annex H has six lessons.

H07 is NOT a lesson, but a TEST.

Ask students to read aloud ID and title of first lesson in annex.

Ask students to read aloud ID and title of third lesson in annex.

Ask students to read aloud ID and title of fifth lesson in annex.

3. Annex Test

Show Transparency 9 (Annex Test).

Explain the following points:

At the end of each annex there is an Annex Test.

The Annex Test has two other names, Performance Test and Criterion Test.

The Annex Test is usually, but not always, the last part of the annex.

The only way to be sure is to check the schedule which will be discussed shortly.

Reshow Transparency 8 (Annex H).

Ask students which part of Annex H is the Annex Test.

ANSWER: H07

Ask students why they think so.

ANSWER: It has the highest number.

Ask students what the student is tested on in H07.

ANSWER: the important things covered in lessons H01 through H06

Ask students what they think is harder, a Lesson Test or an Annex Test, and why.

ANSWER: an Annex Test because they must recall things taught in earlier lessons

Ask students what the learning supervisor uses when he/she tests students.

ANSWER: a checklist

3. Annex Test (Cont'd)

Show Transparency 10 (Checklist).

Explain that this is one of five checklists used for Annex Test H07.

Point out features of checklist:

Go/No Go

Specific actions scored

Learning Supervisor's signature

Show Transparency 11 (Annex J).

Ask students which part of Annex J is the Annex Test.

ANSWER: J04

Ask students why they think so.

ANSWER: It has the highest number.

Ask students what the student is tested on in J04.

ANSWER: the important things covered in lessons J01 through J03

3. Annex Test (Cont'd)

Show Transparency 12 (Cartoon).

Explain the following points:

Annex Tests are NOT lessons, so the parts of a lesson discussed earlier don't apply to Annex Tests.

Since Annex Tests are NOT lessons, there are no Lesson Study Guides for the student to study to prepare for these Annex Tests.

Ask students how they can study for an Annex Test.

ANSWER: Study the Lesson Study Guides which lead up to the Annex Test.

Reshow Transparency 8 (Annex H).

Ask students which Lesson Study Guides they should study to prepare for the Annex H test.

ANSWER: Lesson Study Guides H01 through H06

Ask students which part of the Lesson Study Guide has the information that they need.

ANSWER: Learning Events

Reshow Transparency 11 (Annex J).

Ask students which Lesson Study Guides they should study to prepare for the Annex J test.

ANSWER: Lesson Study Guides J01 through J03

Ask students which part of the Lesson Study Guide has the information that they need.

ANSWER: Learning Events

3. Annex Test (Cont'd)

Show Transparency 13 (Cartoon with "Remediation" Superimposed).

Ask students if they think there is remediation (extra training and a second chance for students who fail the Annex Test).

ANSWER: Yes

4. Annex O

Show Transparency 14 (Annex O).

Explain the following:

The last annex in the course is Annex O, NOT zero.

Zeros are written with a slash through them to distinguish them from the letter O.

Annex O has two parts.

Skill Training which comes first.

Tactical Evaluation which comes last and is the last part of the course.

There are no Lesson Study Guides for the things covered in Annex O.

5. Skill Training

Show Transparency 15 (Cartoon with Skill Training Superimposed).

Explain the following:

Skill training is conducted in the field, not in classrooms or in close-in training areas.

The training consists of doing the things learned earlier, but in a simulated tactical environment.

It gives the student an opportunity to review the things that he/she has learned earlier.

Ask the students what the advantage is of conducting skill training in a simulated tactical environment.

ANSWER: They have an opportunity to perform as they would have to do on-the-job.

6. Tactical Evaluation

Show Transparency 16 (Cartoon with TAC EVAL Superimposed).

Explain the following:

The Tactical Evaluation is the end-of-course course test.

The test is a performance test.

The word "evaluation" means "test."

The test covers the things that were tested earlier on end-of-lesson tests and end-of-Annex Tests.

Ask students if they think there is remediation (extra) training and a second chance for students who fail the TEC EVAL test.

ANSWER: Yes

Show Transparency 17 (Checklist for TAC EVAL).

Explain the following:

A checklist is used by the learning supervisor when he conducts the test.

Some tests in TAC EVAL are mandatory. Every student must take them. The screen shows a mandatory test.

Other tests in TAC EVAL are optional. All students do not take them.

Certain tests come in more than one version. The screen shows version 2 of the test. There are three versions of this test.

Ask students why certain tests are mandatory and others are optional.

ANSWER: There is insufficient time to test all students on everything.

Ask students which tasks are considered "mandatory."

ANSWER: the tasks judged most important

7. Idealized Sequence of Events

Show Transparency 18 (Idealized Sequence of Events).

Briefly describe the sequence of events.

Complete Lesson.

Pass Performance Test at end of Lesson.

Pass Annex Test.

Repeat above for all annexes except Annex O.

Take skills training (first part of Annex O).

Pass TAC EVAL Test (last part of Annex O).

8. Number of Annexes in Course

Show Transparency 19 (ID and Name of Annexes in Course).

Explain that there are ten annexes in the course, not counting Annex O.

- E Teletypewriter Equipment UGC-74
- F General Subjects
- G Keyboard Techniques
- H Radio Telephone Procedures
- I Radio Wire Integration
- J Teletypewriter Communications Procedure
- K Radio Set AN/GRC-106
- L Cryptographic Devices
- M Single Sideband Radio Teletypewriter Equipment
- N Ancillary Equipment

O Tactical Evaluation and Skills Training

Remind students of the following:

There is at least one lesson in each annex.

There is at least one test for each lesson.

9. Actual Sequence of Events

Show Transparency 20 (Actual Sequence of Events).

Explain the following points:

The chart shows the actual sequence of events in the course.

The first step is lesson F1 and the final step is O1.

Most parts of the course are kept together and are in sequence.

Ask students to show the sequence of Annex H.

Ask students to find another annex in contiguous sequence. (F, G, I, J, K, and E).

A few annexes are not arranged in contiguous sequence.

Ask students to show the sequence of Annex M.

Ask students to find another annex not in contiguous sequence (N, L, and O).

Activities G1 and G2 are conducted at the same time as activities H1 through H7.

Activities L1 and L2 are conducted at the same time as activities M2 through M4.

Shaded boxes show tests.

Most annex tests appear at the last box in the annex sequence.

Ask students to find F2.

Ask students to find other tests which appear as the last block in annex sequence. (G2, J2, E10, K3, H7, I2).

9. Actual Sequence of Events (Cont'd)

Annexes L and M are unique.

The parts are in sequence, but not contiguous.

The last parts are the tests:
L4 and M4.

Annex N is unique.

The parts are not in sequence and are not contiguous.

There are four tests in Annex N
(N7, N8, N9, and N10)

Explain that there is no need to memorize the chart since there is a copy of the chart in their Student Guide.

Section 3: Summary and Practice

1. Reshow Transparency 3 (Generality of Lesson).

Briefly summarize each part and its function.

Ask students if they have any questions about a part or a function.

Answer students' questions.

2. Reshow Transparency 18 (Idealized Sequence of Events).

Briefly summarize the sequence of events in the course.

Ask students if they have any questions about the sequence of events.

Answer the students' questions.

3. Direct students to read their Student Guide to review the lesson before taking the Practice Exercise.

4. When students have finished reading their Student Guide, direct them to complete the Practice Exercise in the Student Guide and then to compare their answers with those found in the Student Guide.

When students have finished, ask them if they have any questions. Answer students' questions.

Section 4: Lesson Test

Distribute Lesson Test to students.

Direct the students to complete the Lesson Test.

Remain in the room to monitor students performance. Do NOT give help.

When all students are finished, collect the Lesson Tests.

Do NOT give students the correct answers to the Lesson Test.

Score the Lesson Test and determine if the student meets standards.

Students who meet standards move on to the next lesson.

Students who fail to meet standards require remediation.

Section 5: Remediation Exercise

Direct students to study their Student Guides.

Circulate among students and give help as needed.

Direct students to complete the Remediation Exercise in the Student Guide and then to compare their answers with those found in the Student Guide.

When students have finished, ask them if they have any questions. Answer students' questions.

Section 6: Remediation Test

Distribute Remediation Test to students.

Direct the students to complete the Remediation Test.

Remain in the room to monitor student's performance. Do NOT give help.

When all students are finished, collect the Remediation Tests.

Do NOT give students the correct answers to the Remediation Test.

Score the Remediation Test and determine if the student meets standards.

Students who meet standards move on to the next lesson.

Students who fail to meet standards should be referred to Counseling.

AD-A130 239

FBSEP (FUNCTIONAL BASIC SKILLS EDUCATION PROGRAM) RADIO 3/7

TELETYPE OPERATOR. (U) PERSPECTIVE INSTRUCTIONAL

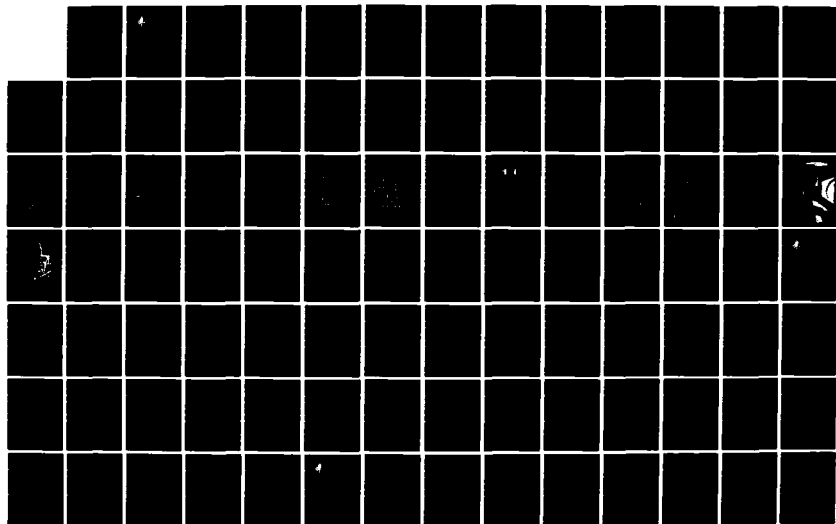
COMMUNICATIONS INC SAN DIEGO CA 30 JUL 83

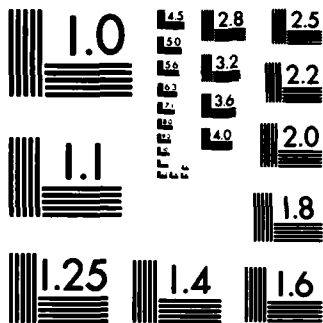
UNCLASSIFIED

DABT60-81-C-0027

F/G 5/9

NL





MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A



FBSEP

RADIO TELETYPE OPERATOR

MOS 05C10

STUDENT GUIDE

05C FBSEP LESSON A-04

IDENTIFYING PARTS, FUNCTIONS AND SEQUENCE ACROSS LESSONS

PREREQUISITES: A-02, A-03

MATERIALS REQUIRED: None

TYPE OF LESSON: Group paced

STUDENT GUIDE

05C FBSEP LESSON A-04

IDENTIFYING PARTS, FUNCTIONS AND SEQUENCE ACROSS LESSONS

INTRODUCTION

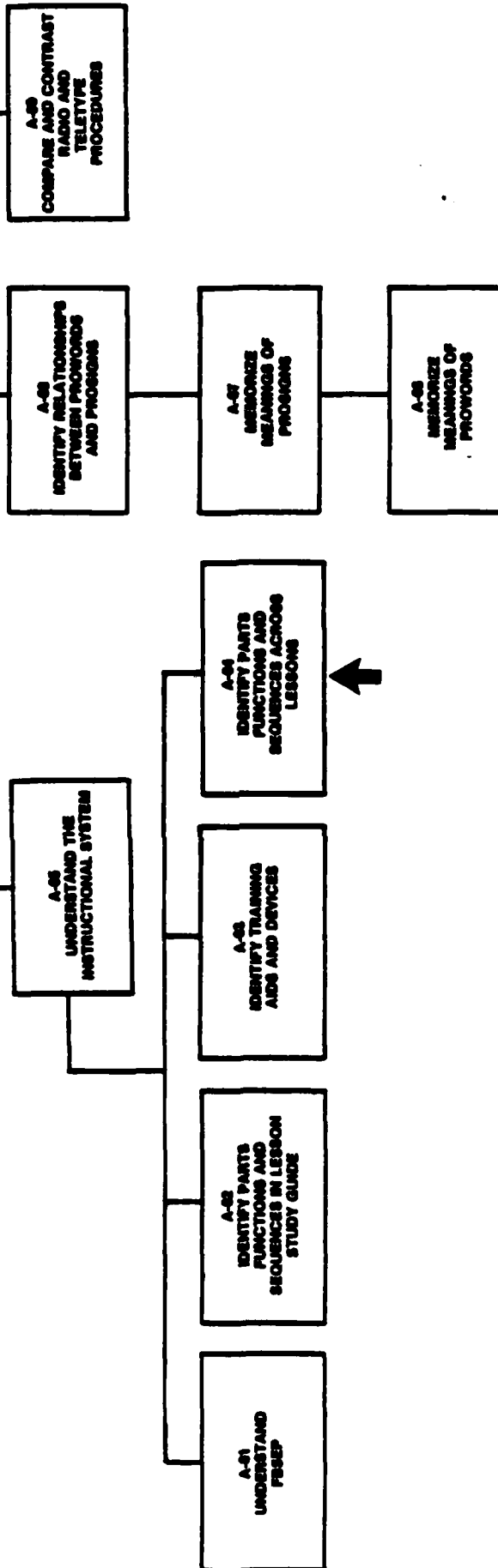
This is the third of four lessons which describe the radio teletype operator course. In the first lesson, you learned about the parts of a Lesson Study Guide and the order in which you go through the parts of the Lesson Study Guide. In the second lesson, you learned about the special training aids and devices used in the course. In this lesson, you will learn how the different lessons in the 05C FBSEP Course fit together and how you proceed across the different lessons in the course.

The map on the fourth page shows you where this lesson fits in with the other lessons about the 05C FBSEP Course. The lesson you are now taking is marked with an arrow.

This Student Guide is prepared to help you review the material that was presented by the learning supervisor. It has the key information, a Practice Exercise and the Answers to the Practice Exercise. It also has a Remediation Exercise and the Answers to the Remediation Exercise.

Read the key information as a review. When you finish, do the Practice Exercise. Then compare your answers with those found on the Answers to the Practice Exercise. If you need help, ask your learning supervisor.

ANNEX A
STUDY SKILLS



OBJECTIVE

When you finish this lesson, you will be able to indicate what each part of the 05C AIT Course is designed to do and indicate the order in which these parts are presented.

The major parts of the course, their functions, and the order in which they are done are shown below:

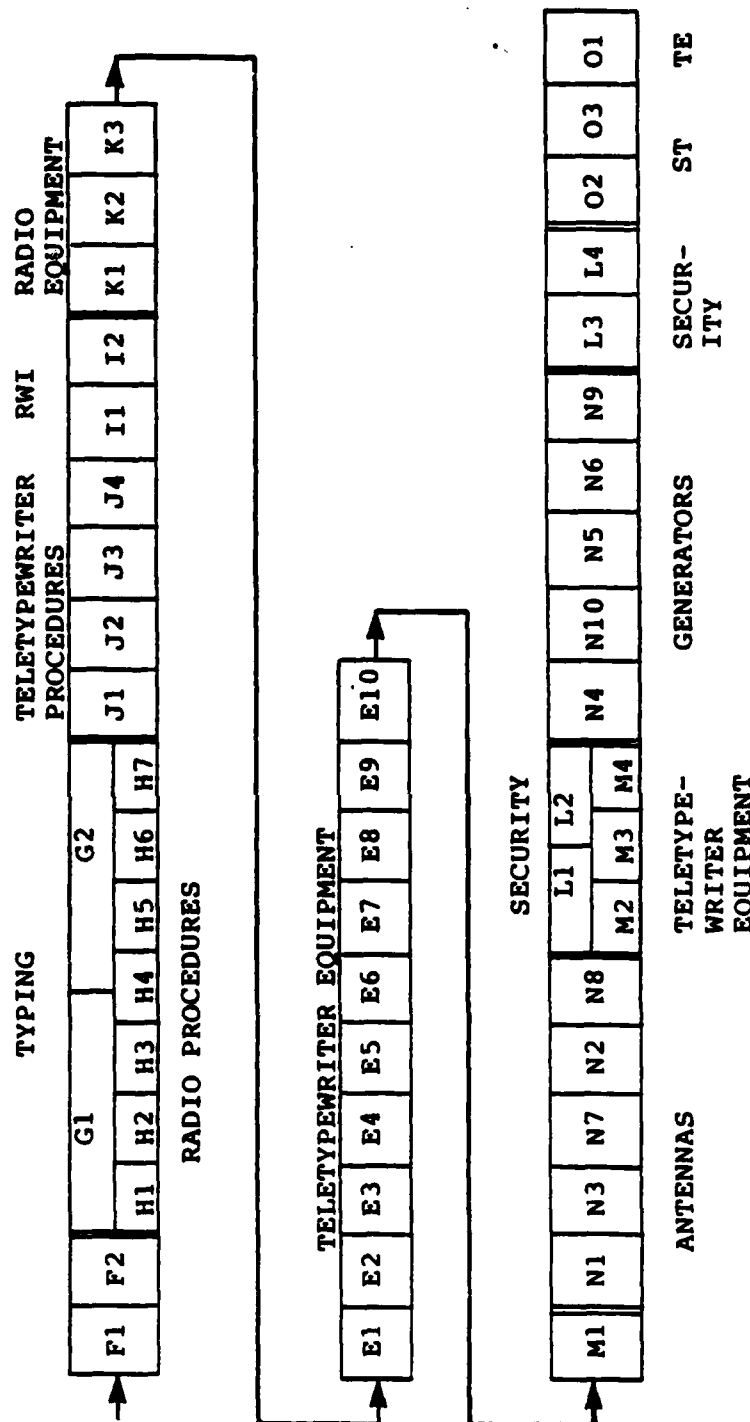
1. The Lesson covers a small unit of instruction.
2. The Annex represents a group of lessons dealing with similar subjects.
3. The Annex Test tests students on the things that they have learned in the lessons in the Annex.
4. Skill Training takes place in the field and allows the student to perform as a radio teletype operator under simulated tactical conditions.
5. Tac Eval (Tactical Evaluation) is the end-of-course test designed to see if the student is qualified to graduate from the course.

Presentation

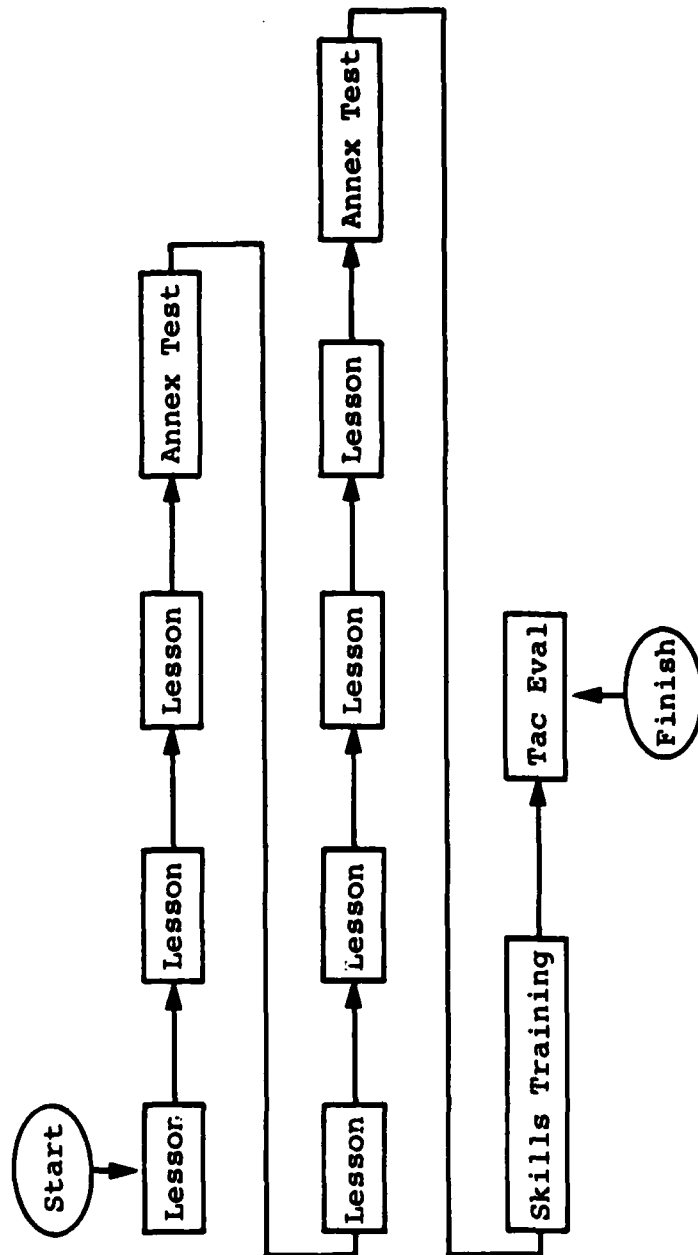
This lesson is presented by a learning supervisor. Pay close attention to his/her explanation and feel free to ask questions if there are things that you do not understand.

You should review the presentation by studying the material found in this Student Guide. It summarizes the main points of the learning supervisor's presentation. After you have had the learning supervisor's presentation and studied the material in this Student Guide, you will be ready for the Practice Exercise.

ACTUAL SEQUENCE OF EVENTS



IDEAL SEQUENCE OF EVENTS



SUMMARY AND PRACTICE

Now you will have a chance to see how much you have learned about the material covered in this lesson.

The Practice Exercise starts on the next page. When you complete the Practice Exercise, compare your answers with those shown in Answers to Practice Exercise. After you have compared your answers and feel you are ready, ask for the Lesson Test.

PRACTICE EXERCISE

Part 1

On the next page is a list of the five parts of the 05C course arranged in random order. Also, there are five descriptions of the course.

On a separate sheet of paper, write the numbers 1 through 5 directly below one another. Each number stands for one of the five descriptions. Next to each number, print the letter of the part of the course which matches the description. One letter will not be used.

DO NOT WRITE IN THIS STUDENT GUIDE.

PRACTICE EXERCISE

Part 1

Parts of 05C Course

- a. Skills Training
- b. Annex Test
- c. Lesson
- d. Tac Eval
- e. Annex
- f. Remediation

Descriptions

- 1. the smallest unit of instruction in the course
- 2. a cluster of two or more lessons dealing with a similar subject
- 3. the end of course test
- 4. an exercise in the field where the student can practice performing under simulated tactical conditions
- 5. the performance test given after the student completes a cluster of lessons dealing with a similar subject

PRACTICE EXERCISE

Part 2

On the next page is a list of the five parts of the 05C Course arranged in random order. Also, there are five questions about these parts.

On a separate sheet of paper, write the numbers 1 through 5 directly below one another. Each number stands for one of the five questions. Next to each number, print the letter of the part of the part of the course which is the answer to the question. You will not use all of the letters and you may use a letter more than once.

DO NOT WRITE IN THIS STUDENT GUIDE.

PRACTICE EXERCISE

Part 2

Parts of 05C Course

- a. Lesson
- b. Tac Eval
- c. Annex
- d. Annex Text
- e. Skills Training
- f. Remediation

Questions about 05C Course

- 1. What does a student do after he/she completes all lessons in an Annex?
- 2. What does a student do after he/she completes Skills training?
- 3. What does a student do after he/she completes all the Annex Tests?
- 4. What is the first thing a student completes in the course?
- 5. What is the last thing a student completes in the course?

ANSWERS TO THE PRACTICE EXERCISE
ARE FOUND ON THE NEXT PAGE

A-04 SG
05C FBSEP

ANSWERS TO PRACTICE EXERCISE

Part 1

1. c
The Lesson is the smallest unit of instruction in the course.
2. e
The Annex is a cluster of two or more lessons dealing with a similar subject.
3. d
Tac Eval (Tactical Evaluation) is the end of course test.
4. a
Skill Training is an exercise in the field where students can practice performing under simulated tactical conditions.
5. b
The Annex Test is the performance test given after the student completes a cluster of related lessons.

Part 2

1. d
After a student completes all lessons in an Annex, he/she takes the Annex Test.
2. b
After a student completes Skill Training, he/she takes the Tac Eval (Tactical Evaluation).
3. e
After a student completes all the Annex Tests, he/she takes Skills Training.
4. a
The first thing a student completes in the course is a Lesson.
5. b
The last thing a student completes in the course is Tac Eval.

OBTAIN LESSON TEST FROM LEARNING SUPERVISOR

A-04 SG
05C FBSEP

REMEDIATION

This is your second chance to prepare for the test on the material covered in this lesson.

Study the material presented in this Student Guide and review the Practice Exercise which you took earlier. When you are ready, do the Remediation Exercise. After you complete the Remediation Exercise, compare your answers with those found in Answers to Remediation Exercise.

After you have compared your answers and feel you are ready, ask for the Remediation Test.

REMEDIATION EXERCISE

Part 1

On the next page is a list of the five parts of the 05C Course arranged in random order. Also, there are five descriptions of the course.

On a separate sheet of paper, write the numbers 1 through 5 directly below one another. Each number stands for one of the five descriptions. Next to each number, print the letter of the part of the course which matches the description. One letter will not be used.

DO NOT WRITE IN THIS STUDENT GUIDE.

REMEDIATION EXERCISE

Part 1

Parts of 05C Course

- a. Remediation
- b. Annex Test
- c. Tac Eval
- d. Skills Training
- e. Annex
- f. Lesson

Descriptions

- 1. the smallest unit of instruction in the course
- 2. a cluster of two or more lessons dealing with a similar subject
- 3. the end of course test
- 4. an exercise in the field where the student can practice performing under simulated tactical conditions
- 5. the performance test given after the student completes a cluster of lessons dealing with a similar subject

REMEDIATION EXERCISE

Part 2

On the next page is a list of the five parts of the 05C course arranged in random order. Also, there are five questions about these parts.

On a separate sheet of paper, write the numbers 1 through 5 directly below one another. Each number stands for one of the five questions. Next to each number, print the letter of the part of the course which is the answer to the question. You will not use all of the letters and you may use a letter more than once.

DO NOT WRITE IN THIS STUDENT GUIDE.

REMEDIATION EXERCISE

Part 2

Parts of 05C Course

- a. Remediation
- b. Tac Eval
- c. Annex Text
- d. Lesson
- e. Skills Training
- f. Annex

Questions about 05C Course

- 1. What does a student do after he/she completes all lessons in an Annex?
- 2. What does a student do after he/she completes Skills Training?
- 3. What does a student do after he/she completes all the Annex Tests?
- 4. What is the first thing a student completes in the course?
- 5. What is the last thing a student completes in the course?

ANSWERS TO REMEDIATION EXERCISE
ARE ON THE NEXT PAGE

A-04 SG
05C FBSEP

ANSWERS TO REMEDIATION EXERCISE

Part 1

1. f
The lesson is the smallest unit of instruction in the course.
2. e
The Annex is a cluster of two or more lessons dealing with a similar subject.
3. c
Tac Eval (Tactical Evaluation) is the end of course test.
4. d
Skill Training is an exercise in the field where students can practice performing under simulated tactical conditions.
5. b
The Annex Test is the performance test given after the student completes a cluster of related lessons.

Part 2

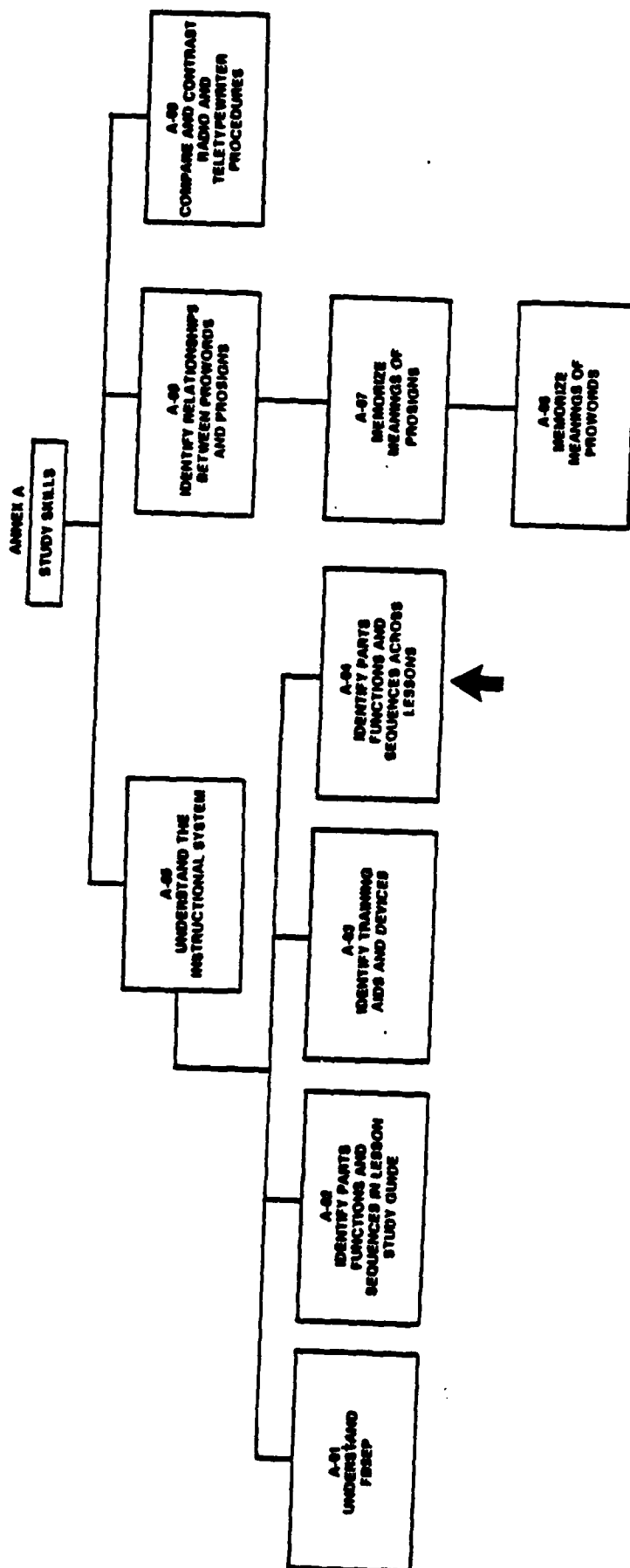
1. c
After a student completes all lessons in an Annex, he/she takes the Annex Text.
2. b
After a student completes Skill Training, he/she takes the Tac Eval (Tactical Evaluation).
3. e
After a student completes all the Annex Tests, he/she takes Skills Training.
4. d
The first thing a student completes in the course is a Lesson.
5. b
The last thing a student completes in the course is Tac Eval.

OBTAIN REMEDIATION TEST FROM LEARNING SUPERVISOR

A-04 SG
05C FBSEP

A-04 OVERHEAD TRANSPARENCIES

A-04
0



OBJECTIVE:

When you finish this lesson, you will be able to indicate what each part of the O5C ALT Course is designed to do and indicate the order in which these parts are presented.

The major parts of the course, their function and the order in which you do them, are shown below:

- 1. The Lesson which covers a small unit of instruction.**
- 2. The Annex which represents a group of lessons dealing with similar subjects**
- 3. The Annex Test which tests the student on the things that he/she learned in the lessons in the Annex**
- 4. Skill Training which takes place in the field and allows the student to perform as a radio teletypewriter operator under simulated tactical conditions**
- 5. Tac Eval (Tactical Evaluation) which is the end-of-course test designed to see if the student is qualified to graduate from the course.**



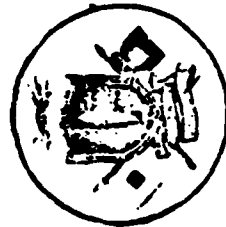
UNITED STATES ARMY SIGNAL
CENTER AND FORT GORDON
FORT GORDON, GEORGIA 30905

LESSON STUDY GUIDE

USING ALPHA - NUMERICS
AVERAGE TIME: 1 HOUR

201-03B, C, E/P02-SG
201-03B, C, E/P02-SG
APPROVED: 25 Aug 81

This document supports Task Numbers
113-571-1001, 113-571-1002, 113-547-2001,
113-587-2001, 113-601-1001, 113-618-2001,
and 113-622-2001.



ANNEX

(2 or more related lessons)

ANNEX Labeled with a letter (A, B, C, D, E, etc.)
LESSONS Labeled with a two-digit number
 (01, 02, 03, 04, 05, etc.)

ANNEX F: General Subjects
Lesson F01: Orientation to School and Course
Lesson F02: Alphanumeric

ANNEX H: Radiotelephone Procedures

- Lesson H01: Opening and Closing a Radio Telephone Net Using AN/PRC-77**
- Lesson H02: Preparing Radiotelephone Messages for Transmission**
- Lesson H03: Transmitting Messages in a Radiotelephone Net**
- Lesson H04: Maintaining Circuit Log and Operator's Number Sheet**
- Lesson H05: Install and Operate Radio Set AN/VRC 12 Series**
- Lesson H06: Using Electronic Counter-Counter Measures (ECCM) on FM Radio Equipment**
- Lesson H07: Performance Test, Install and Operate FM Radio Equipment**

ANNEX TEST = Performance Test = Criterion Test

ANNEX J: Teletypewriter Communications Procedures

- Lesson J01: Establishing Radio Teletypewriter Communications**
- Lesson J02: Preparing Teletypewriter Messages**
- Lesson J03: Transmitting Requests and Responses**
- Lesson J04: Performance Test, Teletypewriter Communications Procedures**



A-04
12

REMEDIATION



A-04
13

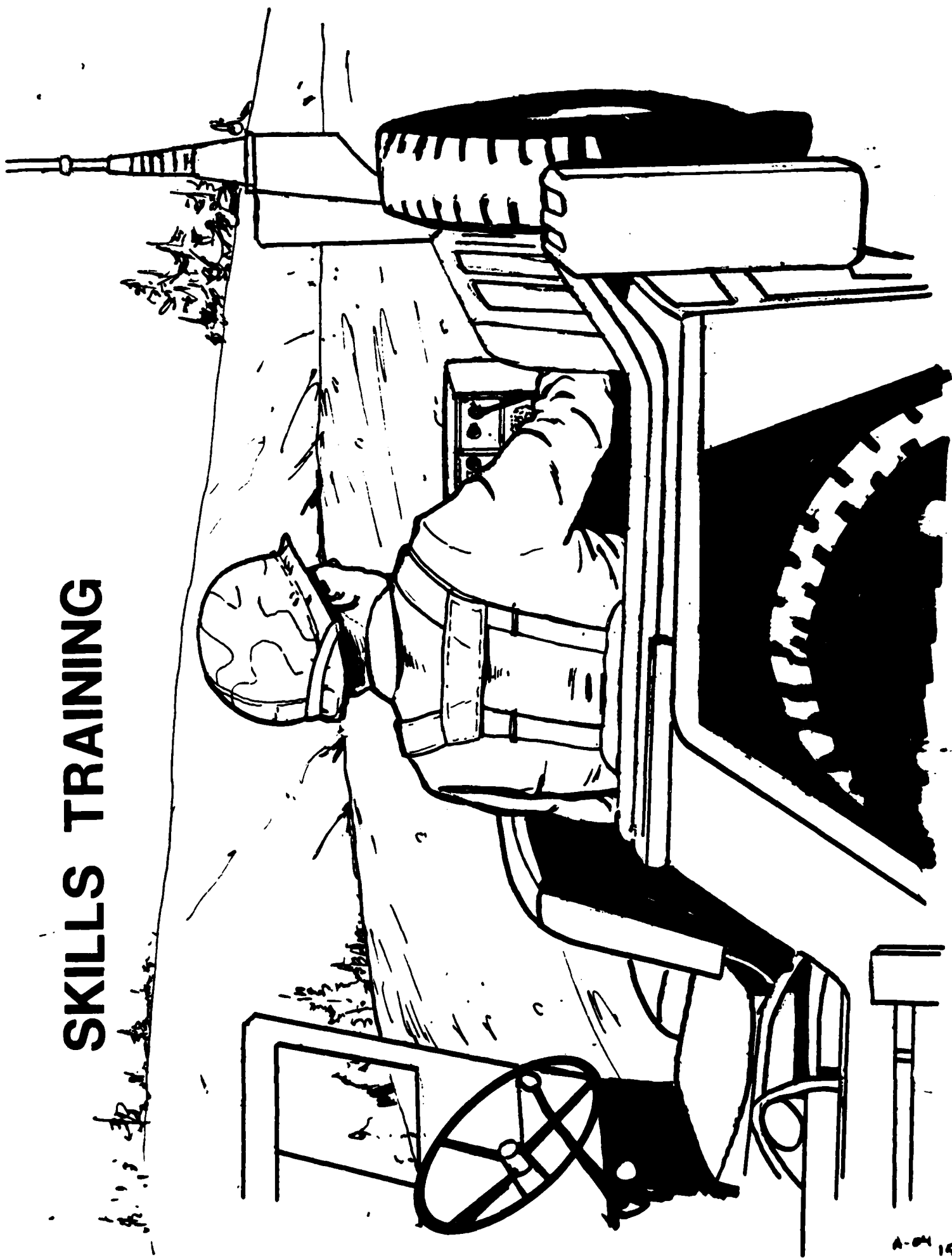
ANNEX O: Tactical Evaluation and Skills Training

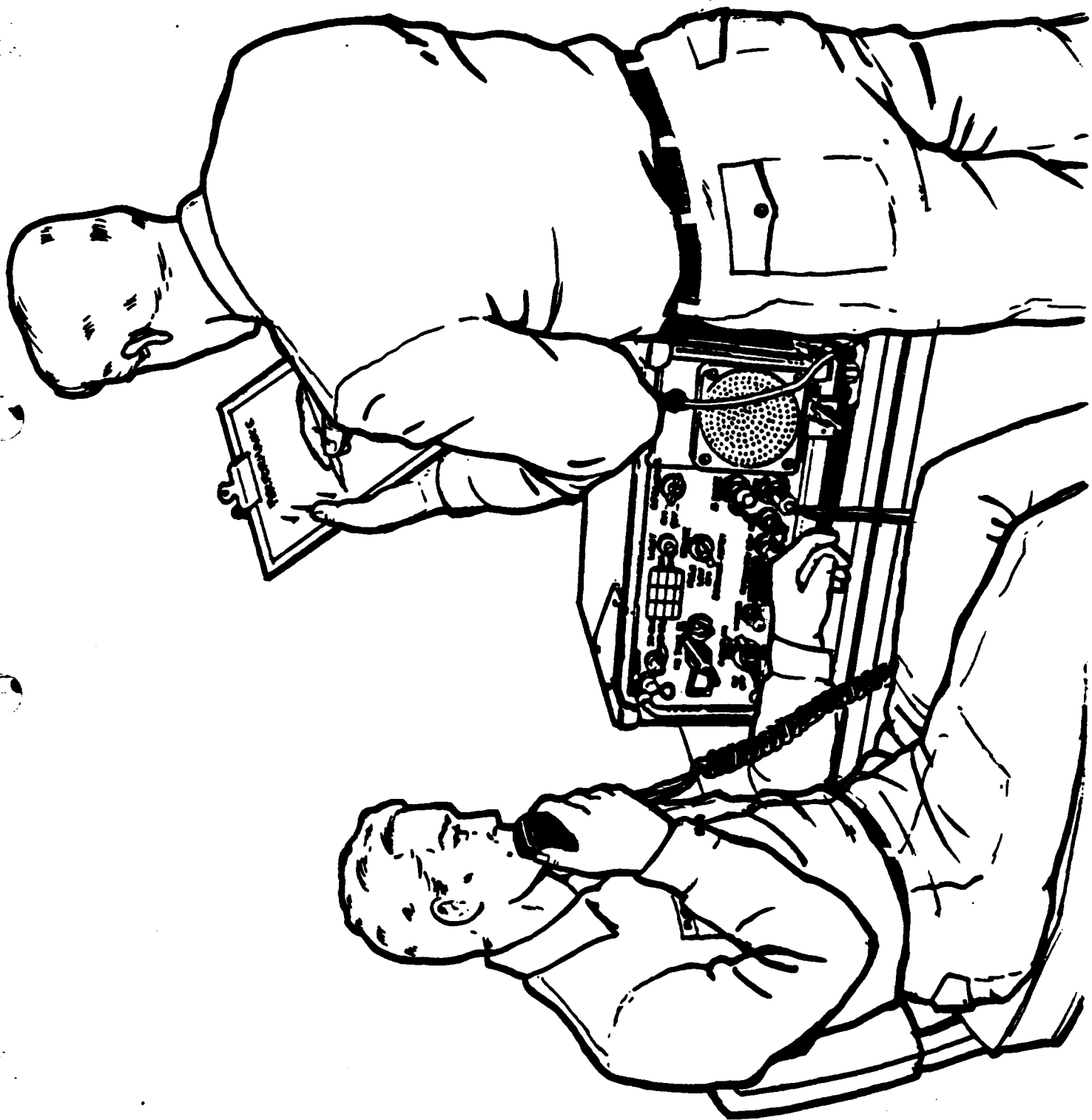
Lesson O01: End of Course Evaluation

Lesson O02: Tactical Skills

Lesson O03: Performance Test, Skills Training

SKILLS TRAINING





TAC EVAL
10. Install speech Security Equipment TSEC/KY-8 MANDATORY
Versions I, II, and III

SSN _____

ADMINISTRATOR'S SCORING SHEET

Time Stop _____
 Time Start _____
 Total Time _____
 Student's Name _____

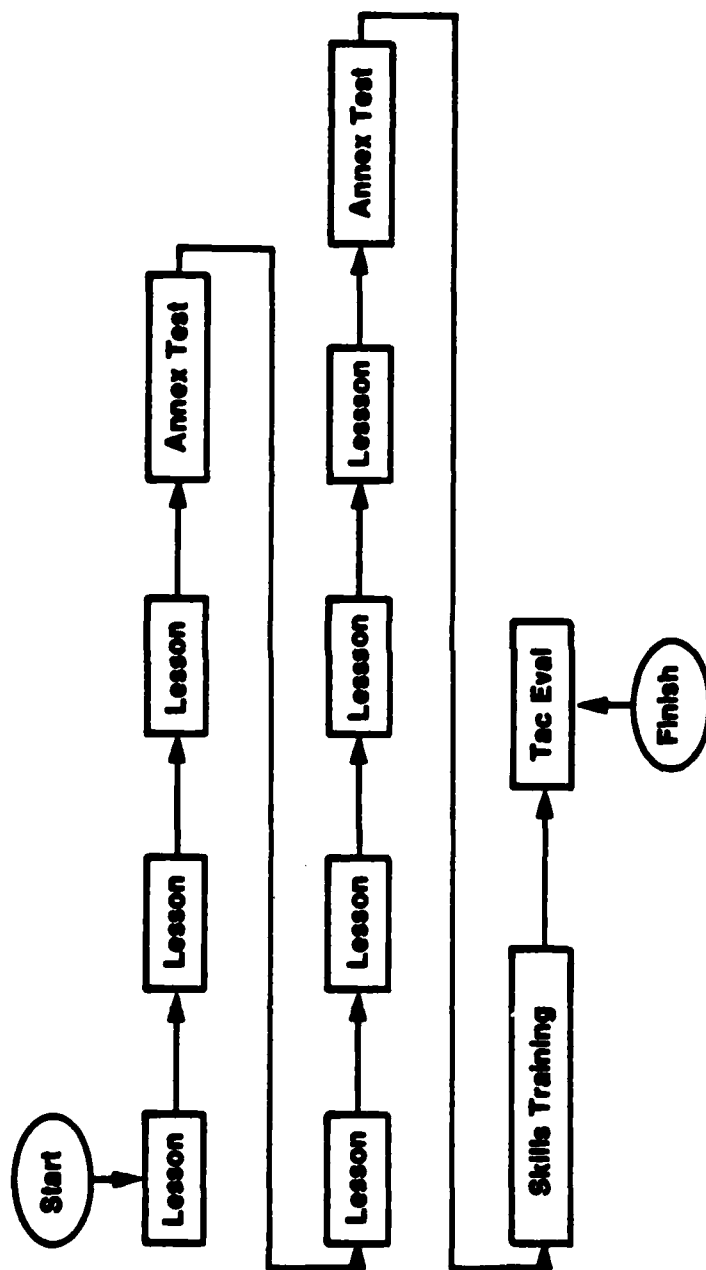
Is this GO or NO GO?
 Is this first test or retest?

Date _____

- a. Connect AN Cables
- b. Set All KY-8 Controls Properly
- c. Program First Five Settings On KYK-12
- d. Insert KYK-12
- e. Energize KY-8
- f. Demonstrate Knowledge Of Correct Alarm Responses

GO	NO GO

Administrator's Signature _____



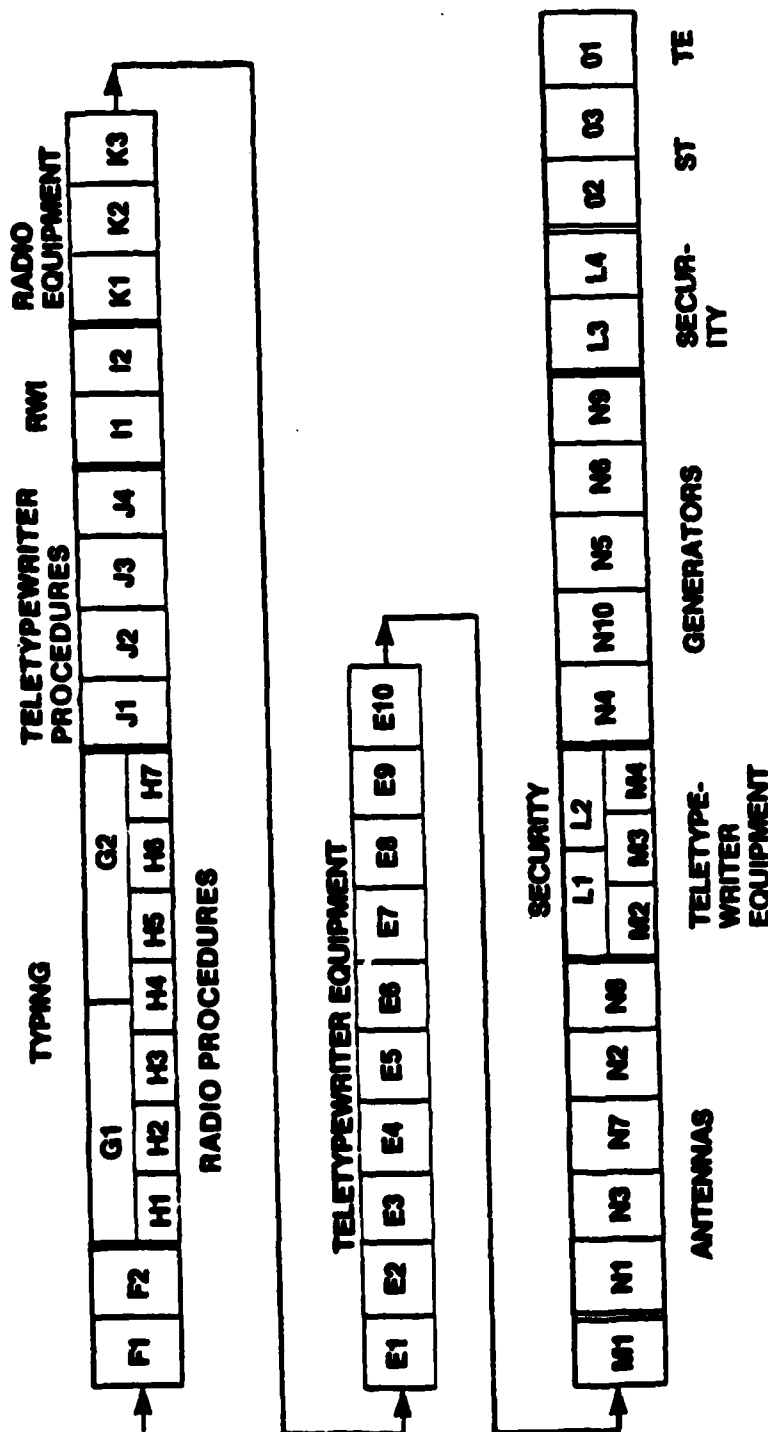
IDEAL SEQUENCE OF EVENTS

Annexes in O5C AIT Course

Annexes in O5C AIT Course

- E Teletypewriter Equipment UGC-74**
 - F General Subjects**
 - G Keyboard Techniques**
 - H Radio Telephone Procedure**
 - I Radio Wire Integration**
 - J Teletypewriter Communications Procedures**
 - K Radio Set AN/GRC-106**
 - L Cryptographic Devices**
 - M Single Sideband Radio Teletypewriter Equipment**
 - N Ancillary Equipment**
-
- O Tactical Evaluation and Skills Training**

ACTUAL SEQUENCE OF EVENTS




REMEDIATION TEST FOR A-04

You will need some paper and a pencil to do this Remediation Test. It contains 10 items. Each item tests the objective that you learned in this lesson. Each item is worth one point. You must get 8 out of 10 total points to pass this test. Write your answers on a separate sheet of paper. DO NOT WRITE ON THIS SHEET.

This test has two parts. Do the following to prepare for the test.

1. Get a sheet of paper and in the upper right hand corner, PRINT your last name, first name, and middle initial.
2. In the center of the top line, PRINT Remediation TEST A-04.
3. On the next line, PRINT Part 1 and Part 2 as shown below.

		YOUR NAME
REMEDIATION TEST A-04		
<u>Part 1</u>		<u>Part 2</u>



4. Now move on to the next page.

Part 1

Below is a list of the five parts of the 05C AIT Course arranged in random order. Also, there are five descriptions of the course.

Under Part 1 of your paper, write the numbers 1 through 5 directly below one another. Each number stands for one of the descriptions. Next to each number, print the letter of the part of the course which matches the description. One letter will not be used. DO NOT WRITE ON THIS TEST.

Parts of 05C AIT Course

- a. Lesson
- b. Remediation
- c. Skills Training
- d. Annex
- e. Tac Eval
- f. Annex Test

Descriptions

- 1. the smallest unit of instruction in the course.
- 2. a cluster of two or more lessons dealing with a similar subject.
- 3. the end of course test
- 4. an exercise in the field where the student can practice performing under simulated tactical conditions
- 5. the performance test given after the student completes a cluster of lessons dealing with a similar subject

Part 2

Below is a list of the five parts of the 05C AIT Course arranged in random order. Also, there are five questions about these parts.

Under Part 2 of your paper, write the number 1 through 5 directly below one another. Each number stands for one of the five questions. Next to each number, print the letter of the part of the course which answers the question. You may use a letter more than once and one letter will not be used. DO NOT WRITE ON THIS TEST.

Parts of 05C AIT Course

- a. Annex
- b. Remediation
- c. Lesson
- d. Skills Training
- e. Annex Test
- f. Tac Eval

Questions about 05C AIT Course


- 1. What does a student do after he/she completes all lessons in an Annex?
- 2. What does a student do after he/she completes Skills Training?
- 3. What does a student do after he/she completes all the Annex Tests?
- 4. What is the first thing a student completes in the course?
- 5. What is the last thing a student completes in the course?

LESSON TEST FOR A-04

You will need some paper and a pencil to do this Lesson Test. It contains 10 items. Each item tests the objective that you learned in this lesson. Each item is worth one point. You must get 8 out of 10 total points to pass this test. Write your answers on a separate sheet of paper. DO NOT WRITE ON THIS TEST.

This test has two parts. Do the following to prepare for the test.

1. Get a sheet of paper and in the upper right hand corner, PRINT your last name, first name, and middle initial.
2. In the center of the top line, PRINT Lesson Test A-04.
3. On the next line, PRINT Part 1 and Part 2 as shown below.

		YOUR NAME
LESSON TEST A-04		
<u>Part 1</u>		<u>Part 2</u>
		

4. Now move on to the next page.

Part 1

Below is a list of the five parts of the 05C AIT Course arranged in random order. Also, there are five descriptions of the course.

Under Part 1 of your paper, write the numbers 1 through 5 directly below one another. Each number stands for one of the descriptions. Next to each number, print the letter of the part of the course which matches the description. One letter will not be used. DO NOT WRITE ON THIS TEST.

Parts of 05C AIT Course

- a. Annex
- b. Lesson
- c. Skills Training
- d. Tac Eval
- e. Remediation
- f. Annex Test

Descriptions

- 1. the smallest unit of instruction in the course
- 2. a cluster of two or more lessons dealing with a similar subject
- 3. the end of course test
- 4. an exercise in the field where the student can practice performing under simulated tactical conditions.
- 5. the performance test given after the student completes a cluster of lessons dealing with a similar subject

Part 2

Below is a list of the five parts of the 05C AIT Course arranged in random order. Also, there are five questions about these parts.

Under Part 2 of your paper, write the numbers 1 through 5 directly below one another. Each number stands for one of the five questions. Next to each number, print a letter of the part of the course which answers the question. You may use a letter more than once and one letter will not be used. DO NOT WRITE ON THIS SHEET.

Parts of 05C AIT Course

- a. Skills Training
- b. Annex
- c. Lesson
- d. Annex Test
- e. Remediation
- f. Tac Eval

Questions about 05C AIT Course

- 1. What does a student do after he/she completes all lessons in an Annex?
- 2. What does a student do after he/she completes Skills Training?
- 3. What does a student do after he/she completes all the Annex Tests?
- 4. What is the first thing a student completes in the course?
- 5. What is the last thing a student completes in the course?

ANSWER KEY FOR LESSON TEST A-04

This answer key contains the correct responses for Lesson Test A-04. Each question is worth one point. Students must get 8 out of 10 total points to pass this test.

Part 1

1. b
2. a
3. d
4. c
5. f

Part 2

1. d
2. f
3. a
4. c
5. f

ANSWER KEY FOR REMEDIATION TEST A-04

This answer key contains the correct responses for Remediation Test A-04. Each question is worth one point. Students must get 8 out of 10 total points to pass this test.

Part 1

1. a
2. d
3. e
4. c
5. f

Part 2

1. e
2. f
3. d
4. c
5. f



FBSEP

RADIO TELETYPE OPERATOR

MOS 05C10

STUDENT GUIDE

05C FBSEP LESSON A-05

UNDERSTANDING THE INSTRUCTIONAL SYSTEM

PREREQUISITES: A-02, A-03 and A-04

MATERIALS REQUIRED: None

TYPE OF LESSON: Group paced

STUDENT GUIDE

FBSEP LESSON A-05

UNDERSTANDING THE INSTRUCTIONAL SYSTEM

INTRODUCTION

This is the fourth and final lesson which describes the radio teletype operator course. In this lesson, you review and then are tested on the material you learned earlier in Lessons A-02, A-03, and A-04.

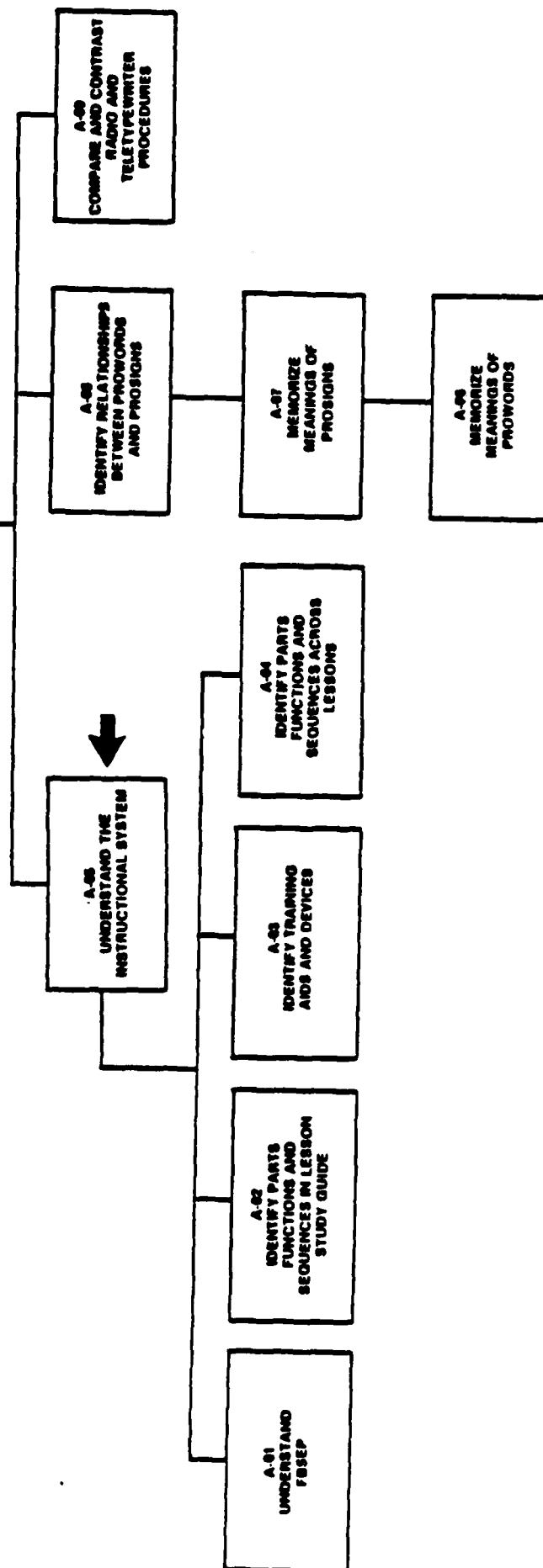
The map on the third page shows you where this lesson fits in with the other lessons about the 05C FBSEP Course. The lesson you are now reading is marked with an arrow.

This Student Guide differs from other Student Guides in that it does NOT have any new information. This lesson reviews information covered earlier in lessons A-02, A-03 and A-04.

When you finish your review, do the Practice Exercise found in this Student Guide. Then compare your answers with those found on the answer sheet.

ANNEX A

STUDY SKILLS



OBJECTIVE: When you finish this lesson, you will be able to answer questions like those asked in Lessons A-02, A-03, and A-04.

PRESENTATION

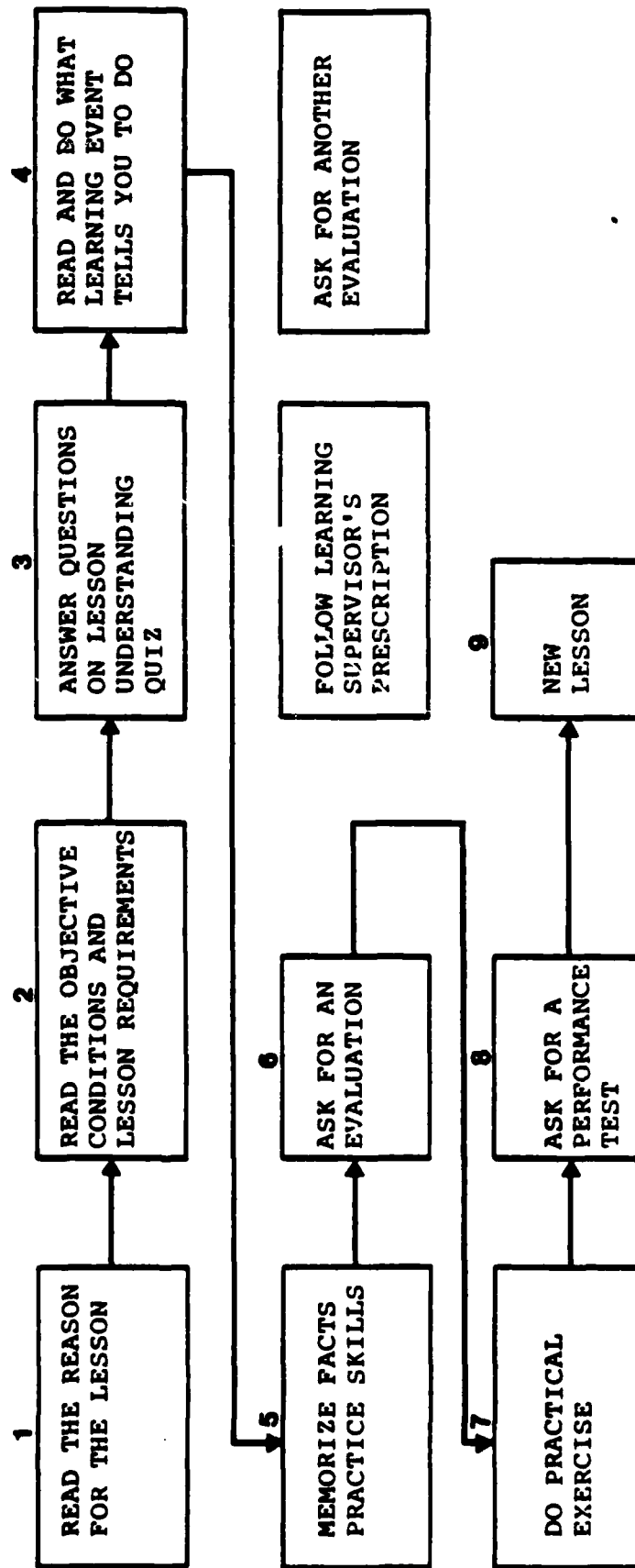
This lesson is presented by a Learning Supervisor (instructor). Pay close attention to his/her explanation and feel free to ask questions if there are things that you do not understand.

You should review the Presentation by studying the material found on the next six pages in this Student Guide. It summarizes the main points of the Learning Supervisor's Presentation. After you have had the Learning Supervisor's Presentation and studied the material in this Student Guide, you will be ready for the Practice Exercise.

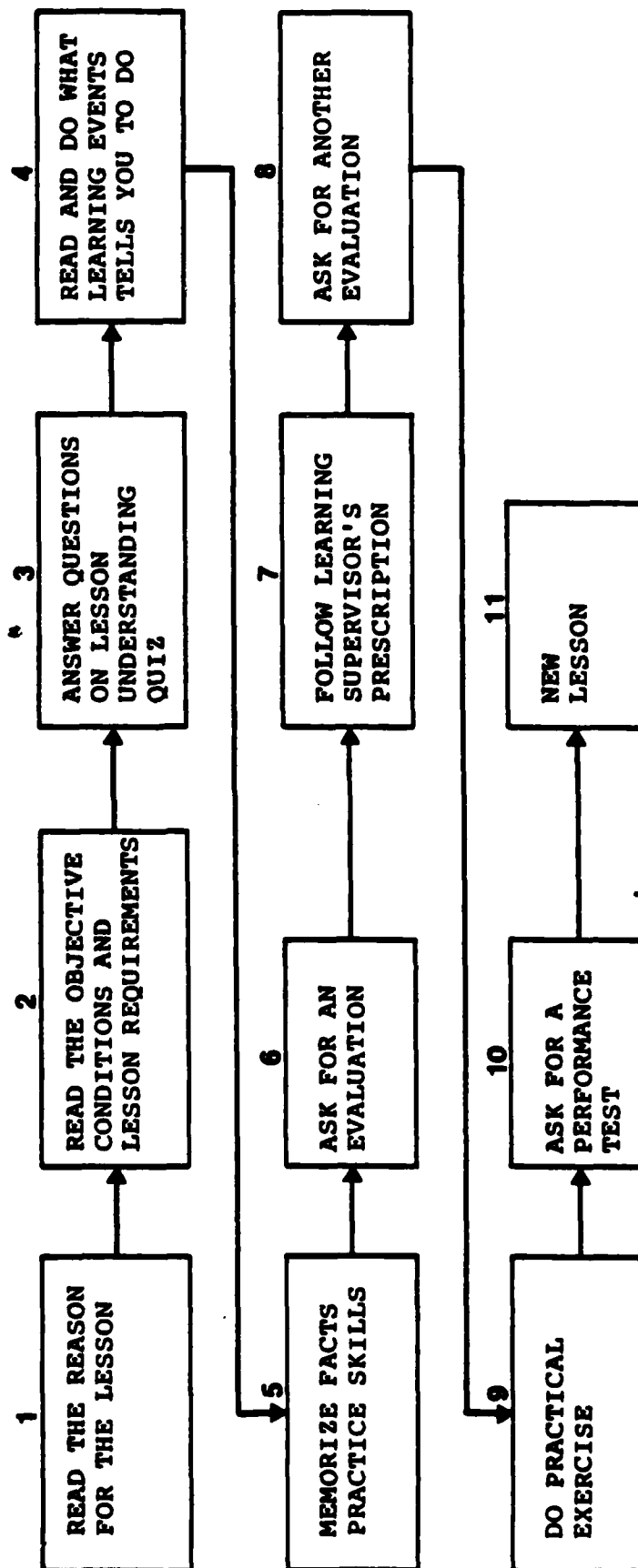
The main parts of a Lesson Study Guide and the order in which you go through them are as follows:

1. Reason for Lesson tells you why it is important to get the knowledge and skill taught in the lesson.
2. Objective-Conditions-Lesson Requirements These three sections together tell you what you will be able to do after completing the lesson and the equipment and training aids you will use.
3. Lesson Understanding Quiz asks you some questions about the Objective-Conditions-Lesson Requirements. You score the quiz yourself.
4. Learning Events gives you the meaning of important words and the information you need to perform the task covered in the lesson.
5. Evaluation is a test that the instructor will give you to find out if you have learned the material and are ready to move on to the next part of the lesson. It is scored by the instructor.
6. Learning Supervisor's Prescription is a description of the additional training, if any, that the instructor thinks you need.
7. Practical Exercise is the chance you have to practice the task before going on to the Performance Test at the end of the lesson.
8. Performance Test is given by the instructor at the end of the lesson to see if you have learned and can do what is covered in the lesson. The instructor scores the test.

SEQUENCE OF EVENTS FOR STUDENT WHO PASSES EVALUATION



SEQUENCE OF EVENTS FOR STUDENT WHO FAILS EVALUATION



The following training aids and devices are used by students in the course:

1. Beseler Cue/See

This is a training device that plays audio and visual cassettes.

2. TEC Audiovisual Lesson

This is an audio cassette and a visual cassette which together form a lesson.

3. TEC Printed Lessons

These are booklets which are used for teletype-writer procedures and a few other lessons.

4. TT-76 Reperforator/Transmitter

This is a teletypewriter that sends messages by means of a keyboard or perforated tape and receives messages on printed and perforated tapes.

5. TT-98 Teletypewriter

This is a teletypewriter that sends messages by means of a keyboard and receives messages as printed copy.

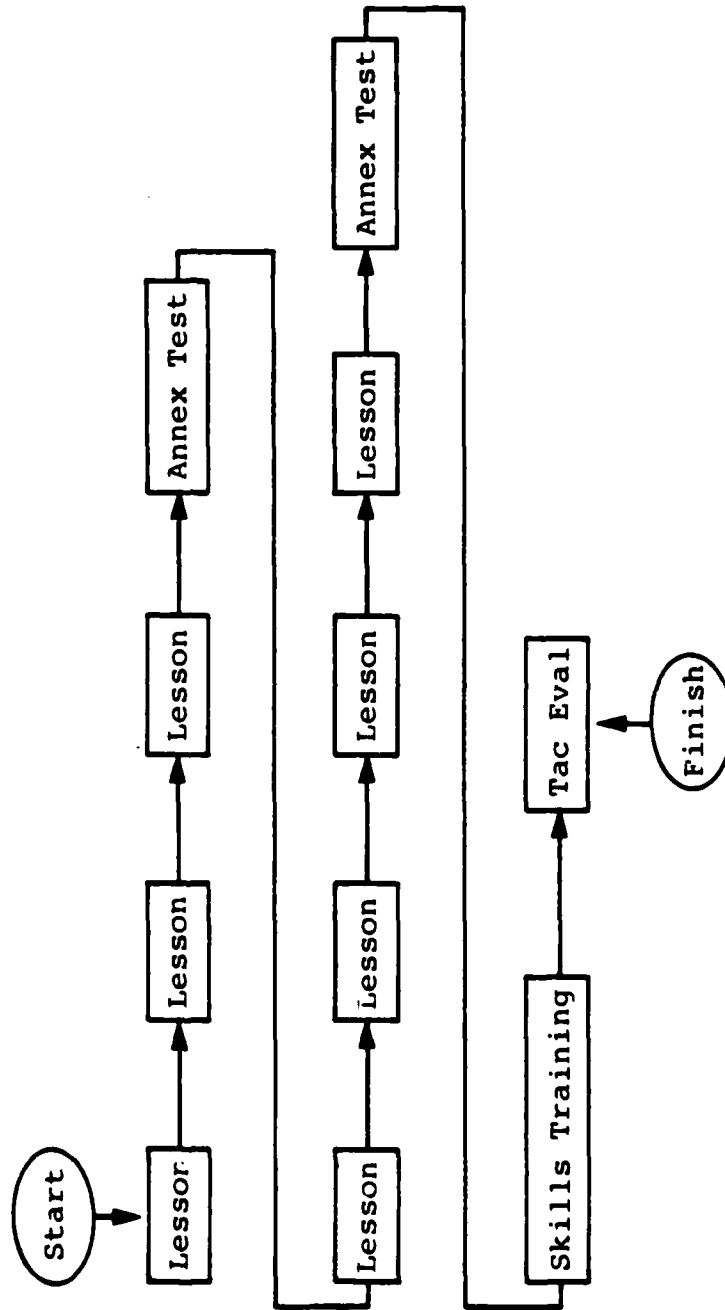
6. Lesson Study Guides

These are booklets which are used in every lesson in the 05C AIT Course.

The major parts of the course, their functions, and the order in which they are done are shown below:

1. The Lesson covers a small unit of instruction.
2. The Annex represents a group of lessons dealing with similar subjects.
3. The Annex Test tests the student on the things that he/she has learned in the lessons in the Annex.
4. Skill Training takes place in the field and allows the student to perform as a radio teletype operator under simulated tactical conditions.
5. Tac Eval (Tactical Evaluation) is the end-of-course test designed to see if the student is qualified to graduate from the course.

IDEAL SEQUENCE OF EVENTS THROUGH 05C AIT COURSE



SUMMARY AND PRACTICE

Now you will have a chance to see how much you have learned from your learning supervisor and from studying the material in this Student Guide. The Practice Exercise starts on the next page. When you complete the Practice Exercise, compare your answers with those shown in Answers to Practice Exercise. After you have compared your answers and feel you are ready, ask for the Lesson Test.

This Practice Exercise has three parts.

PRACTICE EXERCISE

Part 1

On the next page is a list of 10 parts of a Lesson Study Guide or the 05C AIT Course arranged in random order. There are also 10 descriptions.

On a separate sheet of paper, write the numbers 1 through 10 directly below one another. Each number stands for a description. Then print the letter of the part next to its description. DO NOT WRITE IN THIS STUDENT GUIDE.

PRACTICE EXERCISE

Part 1

Parts of Lesson Study Guide or 05C AIT Course

- | | |
|---------------------------------------|------------------------------|
| a. Evaluation | f. Lesson Understanding Quiz |
| b. Learning Supervisor's Prescription | g. Annex |
| c. Tac Eval | h. Performance Test |
| d. Annex Test | i. Skills Training |
| e. Learning Events | j. Lesson |

Descriptions

1. the smallest unit of instruction in the course
2. the extra training the learning supervisor thinks the student needs
3. the performance test given after the student completes a cluster of lessons dealing with a similar subject
4. a step-by-step explanation of how to perform the task
5. a cluster of two or more lessons dealing with a similar subject.
6. the test to see how much the student knows about the lesson's objective, conditions, and lesson requirements
7. the end of course test
8. an exercise in the field where the student can practice performing under simulated tactical conditions
9. the first test the student will take is to see if he/she can do the task covered in the lesson
10. the test given at the end of a lesson

PRACTICE EXERCISE

Part 2

On the next page is a list of 8 parts of a Lesson Study Guide or the 05C AIT Course arranged in random order. There are also 10 questions about the parts.

On a separate sheet of paper, write the numbers 1 through 10 directly below one another. Each number stands for a question. Then print the letter of the part which answers the question next to the number. You may use a letter more than once and one letter will not be used. DO NOT WRITE IN THIS STUDENT GUIDE.

PRACTICE EXERCISE

Part 2

Parts of Lesson Study Guide or 05C AIT Course

- | | |
|-----------------------|---------------------|
| a. Practical Exercise | e. Performance Test |
| b. Learning Events | f. Tac Eval |
| c. Skills Training | g. Evaluation |
| d. Annex Test | h. Annex |

Questions about Lesson Study Guide or 05C AIT Course

1. What is the last part of every lesson?
2. What does a student do after he/she completes all the Annex Tests?
3. On which part of a lesson does the learning supervisor base his/her prescription?
4. What does a student do after he/she completes Skills Training?
5. What does a student do immediately before taking the Performance Test?
6. What is the last thing a student completes in the course?
7. Which part comes first in a lesson, the Evaluation or the Performance Test?
8. Which part comes first in a lesson, the Learning Events or the Practical Exercise?
9. What does a student do after he/she completes all lessons in an Annex?
10. Which part of a lesson should a student study to prepare for the Evaluation?

PRACTICE EXERCISE

Part 3

On the next page is a list of 6 training aids and devices used in the 05C AIT Course. There are also 6 descriptions.

On a separate sheet of paper, write the numbers 1 through 6 directly below one another. Each number stands for a description. Then print the letter of the training aid or device next to the number of its description.

PRACTICE EXERCISE

Part 3

Training Aid or Device

- a. TEC Audiovisual Lesson
- b. TEC Printed Lesson
- c. Lesson Study Guide
- d. TT-98 Teletypewriter
- e. TT-76 Reperforator/Transmitter
- f. Beseler Cue/See

Descriptions

- 1. the audio cassette and visual cassette which together form a lesson
- 2. a teletypewriter that sends messages by means of a keyboard and receives messages as printed copy
- 3. the training device which plays the audio and visual cassettes
- 4. the booklets that are used in every lesson in the 05C AIT Course
- 5. the booklets which are used for teletypewriter procedures and a few other lessons
- 6. a teletypewriter that sends messages by means of a keyboard or perforated tape and receives messages on printed and perforated tape.

ANSWERS TO PRACTICE EXERCISE

Part 1

1. j
The lesson is the smallest unit of instruction in the course.
2. b
The Learning Supervisor's Prescription states the extra training that the learning supervisor thinks a student needs.
3. d
The Annex Test is the performance test given after a student completes a cluster of lessons dealing with a similar subject.
4. e
Learning Events is a step-by-step explanation of how to perform a task.
5. g
A cluster of two or more lessons dealing with a similar subject is called an Annex.
6. f
The Lesson Understanding Quiz is used to see how much a student knows about the lessons Objective, Conditions, and Lesson Requirements. The student scores this test (quiz) himself/herself.
7. c
Tac Eval (Tactical Evaluation) is the end of course test.
8. i
Skill Training is the exercise in the field where a student can practice performing under simulated tactical conditions.
9. a
The Evaluation is the first test a student takes to see if he/she can do the task covered in the lesson. (The Lesson Understanding Quiz only covers the objective, conditions, and lesson requirements).
10. h
The Performance Test is the test given at the end of a lesson.

ANSWERS TO PRACTICE EXERCISE

Part 2

1. e
The last part of every lesson is the Performance Test.
2. c
After a student completes all the Annex Tests he/she goes to Skills Training.
3. g
The learning supervisor bases his/her prescription on the Evaluation which is the first performance test in every lesson.
4. f
After a student completes Skills Training, he/she goes to Tac Eval, for the end-of-course test.
5. a
Immediately before taking the performance test at the end of each lesson, the student does the Practical Exercise.
6. f
The last thing a student completes in the course is Tac Eval which is the end-of-course performance test.
7. g
The Evaluation comes before the Performance Test. This is true of every lesson in the course.
8. b
The Learning Events comes before the Practical Exercise. In Learning Events, the student reads how to perform the task. In Practical Exercise, the student practices performing the task.
9. d
After a student completes all the lessons in an annex, he/she takes the Annex Test. The Annex Test covers material from all the lessons in the Annex.
10. b
A student prepares for his/her Evaluation by studying the step-by-step explanation in the Learning Events section of the Lesson Study Guide.

ANSWERS TO PRACTICE EXERCISE

Part 3

1. a
The TEC Audiovisual Lesson consists of an audio cassette which carries the sound and a visual cassette which carries the pictures.
2. d
The TT-98 Teletypewriter sends messages by means of a keyboard and receives messages as printed copy.
3. f
The Beseler Cue/See is the training device which plays the audio cassette and the visual cassette for TEC Audiovisual Lessons.
4. c
Lesson Study Guides are the booklets used by students in every lesson in the course.
5. b
TEC Printed Lessons are the booklets used for lessons on teletypewriter procedures and a few other lessons.
6. e
The TT-76 Reperforator Transmitter is the teletypewriter that sends messages by means of a keyboard or perforated tape and receives messages on printed and perforated tape.

OBTAIN LESSON TEST FROM LEARNING SUPERVISOR

A-05 SG
05C FBSEP

REMEDIATION

This is your second chance to prepare for the test on this lesson.

Study the material presented earlier in this Student Guide and review the Practice Exercise which you took earlier. When you are ready, do the Remediation Exercise. After you complete the Remediation Exercise, compare your answers with those found in Answers to Remediation Exercise.

After you have compared your answers and feel you are ready, ask for the Remediation Test.

This Remediation Exercise has three parts.

REMEDIATION EXERCISE

Part 1

On the next page is a list of 10 parts of a Lesson Study Guide or the 05C AIT Course arranged in random order. There are also 10 descriptions.

On a separate sheet of paper, write the numbers 1 through 10 directly below one another. Each number stands for a description. Then print the letter of the part next to its description. DO NOT WRITE IN THIS STUDENT GUIDE.

REMEDIATION EXERCISE

Part 1

Parts of Lesson Study Guide or 05C AIT Course

- | | |
|------------------------------|---------------------------------------|
| a. Learning Events | f. Annex |
| b. Lesson Understanding Quiz | g. Skills Training |
| c. Lesson | h. Learning Supervisor's Prescription |
| d. Evaluation | i. Tac Eval |
| e. Annex Test | j. Performance Test |

Descriptions

1. the smallest unit of instruction in the course
2. the extra training the learning supervisor thinks the student needs
3. the performance test given after the student completes a cluster of lessons dealing with a similar subject
4. a step-by-step explanation of how to perform the task
5. a cluster of two or more lessons dealing with a similar subject
6. the test to see how much the student knows about the lesson's objectives, conditions, and lesson requirements
7. the end-of-course test
8. an exercise in the field where the student can practice performing under simulated tactical conditions
9. the first test the student will take to see if he/she can do the task covered in the lesson
10. the test given at the end of a lesson

REMEDIATION EXERCISE

Part 2

On the next page is a list of 8 parts of a Lesson Study Guide or the 05C AIT Course arranged in random order. There are also 10 questions about the parts.

On a separate sheet of paper, write the numbers 1 through 10 directly below one another. Each number stands for a question. Then print the letter of the part which answers the question next to its number. You may use a letter more than once and one letter will not be used. DO NOT WRITE IN THIS STUDENT GUIDE.

REMEDIATION EXERCISE

Part 2

Parts of Lesson Study Guide or 05C AIT Course

- | | |
|---------------------|-----------------------|
| a. Skills Training | e. Annex |
| b. Learning Events | f. Tac Eval |
| c. Evaluation | g. Annex Test |
| d. Performance Test | h. Practical Exercise |

Questions about Lesson Study Guide or 05C AIT Course

1. What is the last part of every lesson?
2. What does a student do after he/she completes all the Annex Tests?
3. On which part of a lesson does the learning supervisor base his/her prescription?
4. What does a student do after he/she completes Skills Training?
5. What does a student do immediately before taking the Performance Test?
6. What is the last thing a student completes in the course?
7. Which part comes first in a lesson, the Evaluation or the Performance Test?
8. Which part comes first in a lesson, the Learning Events or the Practical Exercise?
9. What does a student do after he/she completes all lessons in an Annex?
10. Which part of a lesson should a student study to prepare for the Evaluation?

REMEDIATION EXERCISE

Part 3

On the next page is a list of 6 training aids and devices used in the 05C AIT Course. There are also 6 descriptions.

On a separate sheet of paper, write the numbers 1 through 6 directly below one another. Each number stands for a description. Then print the letter of the training aid or device next to the number of its description.

REMEDICATION EXERCISE

Part 3

Training Aid or Device

- a. TEC Printed Lesson
- b. Beseler Cue/See
- c. Lesson Study Guide
- d. TEC Audiovisual Lesson
- e. TT-76 Reperforator/Transmitter
- f. TT-98 Teletypewriter

Descriptions

1. the audio cassette and visual cassette which together form a lesson
2. a teletypewriter that sends messages by means of a keyboard and receives messages as printed copy
3. the training device which plays the audio and visual cassettes
4. the booklets that are used in every lesson in the 05C AIT Course
5. the booklets which are used for teletypewriter procedures and a few other lessons
6. a teletypewriter that sends messages by means of a keyboard or perforated tape and receives messages on printed and perforated tape

ANSWERS TO REMEDIATION EXERCISE

Part 1

1. c
The lesson is the smallest unit of instruction in the course.
2. h
The Learning Supervisor's Prescription states the extra training that the learning supervisor thinks a student needs.
3. e
The Annex Test is the performance test given after a student completes a cluster of lessons dealing with a similar subject.
4. a
Learning Events is a step-by-step explanation of how to perform a task.
5. f
A cluster of two or more lessons dealing with a similar subject is called an Annex.
6. b
The Lesson Understanding Quiz is used to see how much a student knows about the lesson's Objective, Conditions, and Lesson Requirements. The student scores this test (quiz) himself/herself.
7. i
Tac Eval (Tactical Evaluation) is the end-of-course test.
8. g
Skill Training is the exercise in the field where students can practice performing under simulated tactical conditions.
9. d
The Evaluation is the first test a student takes to see if he/she can do the task covered in the lesson. (The Lesson Understanding Quiz only covers the objective, conditions, and lesson requirements).
10. j
The Performance Test is the test given at the end of a lesson.

ANSWERS TO REMEDIATION EXERCISE

Part 2

1. d
The last part of every lesson is the Performance Test.
2. a
After a student completes all the Annex Tests he/she goes to Skills Training.
3. c
The learning supervisor bases his/her prescription on the Evaluation which is the first performance test in every lesson.
4. f
After a student completes Skills Training, he/she goes to Tac Eval, for the end-of-course test.
5. h
Immediately before taking the performance test at the end of each lesson, the student does the Practical Exercise.
6. f
The last thing a student completes in the course is Tac Eval which is the end-of-course performance test.
7. c
The Evaluation comes before the Performance Test. This is true of every lesson in the course.
8. b
The Learning Events comes before the Practical Exercise. In Learning Events the student reads how to perform the task. In Practical Exercise, the student practices performing the task.
9. g
After a student completes all the lessons in an annex, he/she takes the Annex Test. The Annex Test covers material from all the lessons in the Annex.
10. b
A student prepares for his/her Evaluation by studying the step-by-step explanation in the Learning Events section of the Lesson Study Guide.

ANSWERS TO REMEDIATION EXERCISE

Part 3

1. d
The TEC Audiovisual Lesson consists of an audio cassette which carries the sound and a visual cassette which carries the pictures.
2. f
The TT-98 Teletypewriter sends messages by means of a keyboard and receives messages as printed copy.
3. b
The Beseler Cue/See is the training device which plays the audio cassette and the visual cassette for TEC Audiovisual Lessons.
4. c
Lesson Study Guides are the booklets used by students in every lesson in the course.
5. a
TEC Printed Lessons are the booklets used for lessons on teletypewriter procedures and a few other lessons.
6. e
The TT-76 Reperforator Transmitter is the teletypewriter that sends messages by means of a keyboard or perforated tape and receives messages on printed and perforated tape.

A-05 SG
05C FBSEP

OBTAIN REMEDIATION TEST FROM LEARNING SUPERVISOR

A-05 SG
05C FBSEP



FBSEP

RADIO TELETYPE OPERATOR

MOS 05C10

LEARNING SUPERVISOR GUIDE

05C FBSEP LESSON A-05

UNDERSTANDING THE INSTRUCTIONAL SYSTEM

PREREQUISITES: A-02, A-03 and A-04

MATERIAL REQUIRED: 9 Overhead Transparencies

TIME REQUIRED: 1 hour

TYPE OF LESSON: Group paced

LEARNING SUPERVISOR GUIDE

FBSEP LESSON A-05

UNDERSTANDING THE INSTRUCTIONAL SYSTEM

Section 1: Introduction

1. Study Skills for 05C FBSEP Course.

Show Transparency 1 (Annex A Map).

Explain the following:

Map shows tasks concerned with study skills needed in 05C FBSEP Course.

Having these study skills will increase students' chances of succeeding in the course.

The arrow points to the lesson they are attending now.

2. Objective

Show Transparency 2 (Objective of Lesson).

Read the objective aloud to class.

Explain the following:

This lesson is a review of the material covered in the first three lessons.

The learning supervisor will briefly summarize the key points covered in the earlier three lessons and then the students will move on to the practice exercise for the lesson.

3. Generality (Will be covered under Presentation):

4. Student Guides A-05.

Explain the following points:

This Student Guide is different from other Student Guides in that it does not contain any new information.

This Student Guide contains the Annex Map and the Practice and Remediation Exercises. It also contains the answers to the exercises.

Section 2: Presentation

1. Components of a Lesson Study Guide

Show Transparency 3 (Parts of a Lesson Study Guide).

Call upon different students to state and briefly explain the following parts of a Lesson Study Guide. Clarify any misconceptions.

Reason for Lesson

Objective/Conditions/Lesson Requirements

Lesson Understanding Quiz

Learning Events

Evaluation

Learning Supervisor's Prescription

Practical Exercise

Performance Test

Ask students if the Lesson Study Guide contains the checklist that the learning supervisor uses when he/she tests the students.

ANSWER: no

Ask students which component is concerned with Remediation.

ANSWER: Learning Supervisor's Prescription

Ask students what the learning supervisor bases his/her prescription on.

ANSWER: the student's performance on the evaluation

2. Sequence of Events Within a Lesson Study Guide
for Students who Pass Evaluation.

Show Transparency 4 (Sequence of Events for
Students Who Pass Evaluation).

Call upon different students to state and
briefly explain the sequence of events for
a student who passes the Evaluation. Clarify
any misconceptions.

Student moves on to Practical Exercise.

After Practical Exercise, student takes
end of lesson Performance Test.

3. Sequence of Events Within a Lesson Study Guide for Students Who Fail Evaluation

Show Transparency 5 (Sequence of Events for Students Who Fail Evaluation).

Call upon different students to state and briefly explain the sequence of events for a student who fails the Evaluation. Clarify any misconceptions.

Student takes the extra training prescribed by the learning supervisor.

Student is re-evaluated by the learning supervisor. If student passes, he/she moves on to Practical Exercise.

After Practical Exercise, student takes the end of lesson Performance Test.

Ask students if Remediation is possible for students who fail the Performance Test.

ANSWER: yes

Ask students when they should take the Evaluation.

ANSWER: when both the student and the learning supervisor think the student is ready

Ask students when they should take the Performance Test.

ANSWER: when both the student and the learning supervisor think the student is ready

4. Types of Training Aids and Devices

Show Transparency 6 (Training Aids and Devices).

Call upon different students to briefly explain the function of each training aid and device. Clarify any misconceptions.

Beseler Cue/See

TEC: Audiovisual

TEC: Printed Lesson

TT-76 Reperforator/Transmitter

TT-98 Teletypewriter

Lesson Study Guide

Ask students who operates the Beseler Cue/See.

ANSWER: The student does.

Ask students which aid/device is used for every lesson in the O5C AIT Course.

ANSWER: Lesson Study Guide

Ask students which aid/device will be their primary source of instruction in the 05C AIT Course.

ANSWER: Lesson Study Guide

Ask students what the word "perforate" means.

ANSWER: to make holes

5. Components of the O5C AIT Course

Show Transparency 7 (Components of the O5C AIT Course).

Call upon different students to briefly explain the following parts of the O5C AIT Course. Clarify any misconceptions.

Lesson

Annex

Annex Text

Skill Training

TAC EVAL

Ask students what an "annex" is.

ANSWER: a group of two or more related lessons

Ask students what is included on an Annex Test.

ANSWER: a sample of test items drawn from the various lessons in the annex

Ask students what the learning supervisor will use to help him/her score the student on a Performance Test, an Annex Test, or on the TAC EVAL.

ANSWER: a checklist

AD-A130 239

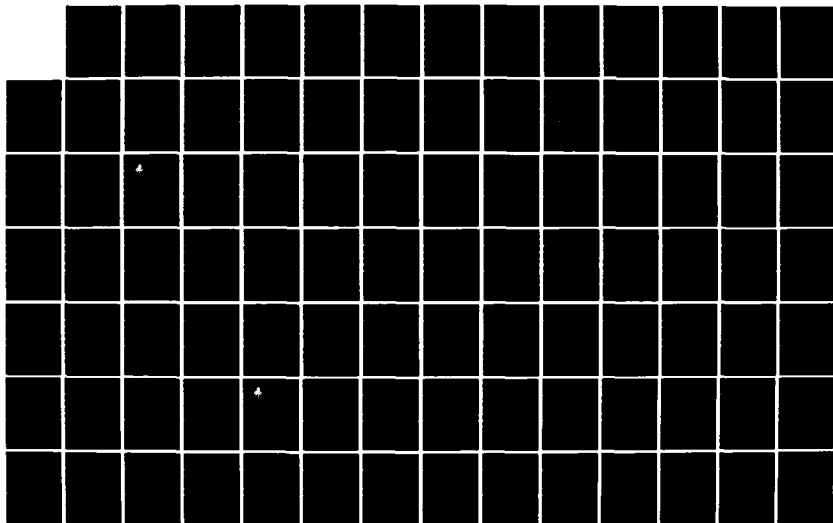
FBSEP (FUNCTIONAL BASIC SKILLS EDUCATION PROGRAM) RADIO 4/7
TELETYPE OPERATOR. (U) PERSPECTIVE INSTRUCTIONAL
COMMUNICATIONS INC SAN DIEGO CA 30 JUL 83

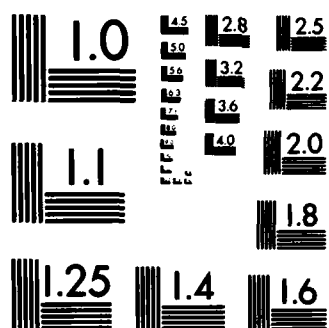
UNCLASSIFIED

DABT60-81-C-0027

F/G 5/9

NL





MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

Ask students why Skill Training is conducted in a simulated tactical environment.

ANSWER: to give the students experience in working under field conditions

6. Ideal Sequence of Events Across Lessons

Show Transparency 8 (Ideal Sequence of Events Across Lessons).

Call upon students to briefly explain the ideal sequence of events across lessons. Clarify any misconceptions.

Complete lesson.

Pass performance (end of lesson) test.

Pass annex test for each annex.

Take Skill Training.

Pass TAC EVAL (end-of-course test).

Ask students if Remediation is provided for students who fail the Annex Test or the TAC EVAL.

ANSWER: yes

7. Actual Sequence of Events Across Lessons

Show Transparency 9 (Actual Sequence of Events Across Lessons).

Remind students that the actual sequence of events is shown on the screen, and that they have a copy of the chart in their Student Guide for Lesson A-03.

Point out the "ideal" system is followed except for lessons in Annex M and N.

Ask students if they have any questions about the "actual" sequence of events.

Answer questions.

Section 3: Summary and Practice

1. Direct students to read Student Guides A-02, A-03, and A-04 to review this lesson before taking the Practice Exercise.
2. Practice Exercise

When students have finished reading Student Guides A-02, A-03, and A-04, direct them to complete the Practice Exercise in Student Guide A-05, and then to compare their answers with those found in Student Guide A-05.

When students have finished, ask them if they have any questions. Answer students' questions.

Section 4: Lesson Test

Distribute Lesson Test to students.

Direct the students to complete the Lesson Test.

Remain in room to monitor students' performances. Do NOT give help.

When all students are finished, collect the Lesson Tests.

Do NOT give students the correct answers to the Lesson Test.

Score the Lesson Test and determine if the student meets standards. (21 out of 26 points)

Students who meet standards move on to the next lesson.

Students who fail to meet standards require remediation.

Section 5: Remediation Exercise

Direct students to study their Student Guides.

Circulate among students and give help as needed.

Direct students to complete the Remediation Exercise in the Student Guide and then to compare their answers with those found in the Student Guide.

When students have finished, ask them if they have any questions. Answer students' questions.

Section 6: Remediation Test

Distribute Remediation Test to students.

Direct the students to complete the Remediation Test.

Remain in the room to monitor students' performances. Do NOT give help.

When all the students are finished, collect the Remediation Tests.

Do NOT give students the correct answers to the Remediation Test.

Score the Remediation Test and determine if the student meets standards. (21 out of 26 points)

Students who meet standards move on to the next lesson.

Students who fail to meet standards should be referred to Counseling.

LESSON TEST FOR A-05

You will need some paper and a pencil to do this Lesson Test. It contains 26 items. Each item tests the objective that you learned in this lesson. Each item is worth one point. You must get 21 out of 26 total points to pass this test. Write your answers on a separate sheet of paper. DO NOT WRITE ON THIS SHEET.

This test has 3 parts. Do the following to prepare for the test:

1. Get a sheet of paper and in the upper right hand corner PRINT your last name, first name, and middle initial.
2. In the center of the top line PRINT Lesson Test A-05.
3. On the next line PRINT Part 1, Part 2, Part 3 as shown below.

YOUR NAME		
LESSON TEST A-05		
<u>Part 1</u>	<u>Part 2</u>	<u>Part 3</u>

4. Now move on to the next page.

Part 1

Below is a list of 10 parts of a Lesson Study Guide or the 05C AIT Course arranged in random order. Also, there are 10 descriptions.

Under Part 1 of your paper, write the numbers 1 through 10 directly below one another. Each number stands for a description. Then print the letter of the part next to its number.

DO NOT WRITE ON THIS TEST.

Parts of a Lesson Study Guide or 05C Course

- | | |
|---------------------------------------|--------------------|
| a. Lesson Understanding Quiz | f. Tac Eval |
| b. Evaluation | g. Skills Training |
| c. Annex | h. Annex Test |
| d. Learning Supervisor's Prescription | i. Lesson |
| e. Performance Test | j. Learning Events |

Descriptions

1. the smallest unit of instruction in the course
2. the extra training the learning supervisor thinks the student needs
3. the performance test given after the student completes a cluster of lessons dealing with a similar subject
4. a step-by-step explanation of how to perform the task
5. a cluster of two or more lessons dealing with a similar subject
6. the test to see how much the student knows about the lesson's objective, conditions, and lesson requirements.
7. the end-of-course test

(Cont'd)

Part 1 (Cont'd)

8. an exercise in the field where the student can practice performing under simulated tactical conditions
9. the first test the student will take to see if he/she can do the task covered in the lesson
10. the test given at the end of a lesson

Part 2

Below is a list of 8 parts of a Lesson Study Guide or the 05C AIT Course arranged in random order. Also, there are 10 questions about the parts.

Under Part 2 of your paper, write the numbers 1 through 10 directly below one another. Each number stands for a question. Then print the letter of the part which answers the question next to its number.

You may use a letter more than once and one letter will not be used.

DO NOT WRITE ON THIS TEST.

Parts of Lesson Study Guide or 05C AIT Course

- | | |
|---------------------|-----------------------|
| a. Evaluation | e. Skills Training |
| b. Annex | f. Annex Test |
| c. Performance Test | g. Practical Exercise |
| d. Tac Eval | h. Learning Events |

Questions About Lessons or 05C Course

1. What is the last part of every lesson?
2. What does a student do after he/she completes all the Annex Tests?
3. On which part of a lesson does the learning supervisor base his/her prescription?
4. What does a student do after he/she completes Skills Training?
5. What does a student do immediately before taking the Performance Test?
6. What is the last thing a student completes in the course?

(Cont'd)

Part 2 (Cont'd)

7. Which part comes first in a lesson, the Evaluation or the Performance Test?
8. Which part comes first in a lesson, the Learning Events or the Practical Exercise?
9. What does a student do after he/she completes all the lessons in an Annex?
10. Which part of a lesson should a student study to prepare himself/herself for the Evaluation?

Part 3

Below is a list of 6 training aids and devices used in the 05C AIT Course. Also, there are 6 descriptions.

Under Part 3 of your paper, write the numbers 1 through 6 directly below one another. Each number stands for a description. Then print the letter of the training aid or device next to its number.

DO NOT WRITE ON THIS TEST.

Training Aid or Device

- | | |
|---------------------------|-----------------------------------|
| a. TT-98 Teletypewriter | d. TT-76 Reperforator/Transmitter |
| b. Beseler Cue/See | e. TEC Printed Lesson |
| c. TEC Audiovisual Lesson | f. Lesson Study Guide |

Descriptions

1. the audio cassette and visual cassette which together form a lesson
2. a teletypewriter that sends messages by means of a keyboard and receives messages as printed copy
3. the training device which plays the audio and visual cassettes
4. the booklets that are used in every lesson in the 05C AIT Course
5. the booklets which are used for teletypewriter procedures and a few other lessons
6. a teletypewriter that sends messages by means of a keyboard or perforated tape and receives messages on printed and perforated tape

REMEDIATION TEST FOR A-05

You will need some paper and a pencil to do this Remediation Test. It contains 26 items. Each item tests the objective that you learned in this lesson. Each item is worth one point. You must get 21 out of 26 total points to pass this test. Write your answers on a separate sheet of paper. DO NOT WRITE ON THIS TEST.

This test has 3 parts. Do the following to prepare for the test:

1. Get a sheet of paper and in the upper right hand corner PRINT your last name, first name, and middle initial.
2. In the center of the top line PRINT Remediation Test A-05.
3. On the next line PRINT Part 1, Part 2, and Part 3 as shown below.

YOUR NAME		
REMEDIATION TEST A-05		
<u>Part 1</u>	<u>Part 2</u>	<u>Part 3</u>

4. Now move on to the next page.

Part 1

Below is a list of 10 parts of a Lesson Study Guide or the 05C AIT Course arranged in random order. Also, there are 10 descriptions.

Under Part 1 of your paper, write the numbers 1 through 10 directly below one another. Each number stands for a description. Then print the letter of the part next to its number.

DO NOT WRITE ON THIS TEST.

Parts of Lesson Study Guide or 05C AIT Course

- | | |
|------------------------------|---------------------------------------|
| a. Annex | f. Lesson |
| b. Tac Eval | g. Skills Training |
| c. Learning Events | h. Evaluation |
| d. Lesson Understanding Quiz | i. Learning Supervisor's Prescription |
| e. Annex Test | j. Performance Test |

Descriptions

1. the smallest unit of instruction in the course
2. the extra training the learning supervisor thinks the student needs
3. the performance test given after the student completes a cluster of lessons dealing with a similar subject
4. a step-by-step explanation of how to perform the task
5. a cluster of two or more lessons dealing with a similar subject
6. the test to see how much the student knows about the lesson's objective, conditions, and lesson requirements

(Cont'd)

Part 1 (Cont'd)

7. the end-of-course test
8. an exercise in the field where the student can practice performing under simulated tactical conditions
9. the first test the student will take to see if he/she can do the task covered in the lesson
10. the test given at the end of a lesson

Part 2

Below is a list of 8 parts of a Lesson Study Guide or the 05C AIT Course arranged in random order. Also, there are 10 questions about the parts.

Under Part 2 of your paper, write the numbers 1 through 10 directly below one another. Each number stands for a question. Then print the letter of the part which answers the question next to its number.

You may use a letter more than once and one letter will not be used.

DO NOT WRITE ON THIS TEST.

Parts of Lesson Study Guide or 05C AIT Course

- | | |
|-----------------------|--------------------|
| a. Practical Exercise | e. Evaluation |
| b. Skills Training | f. Tac Eval |
| c. Annex Test | g. Learning Events |
| d. Performance Test | h. Annex |

Questions About Lessons or 05C AIT Course

1. What is the last part of every lesson?
2. What does a student do after he/she completes all the Annex Tests?
3. On which part of a lesson does the learning supervisor base his/her prescription?
4. What does a student do after he/she completes Skills Training?
5. What does a student do immediately before taking the Performance Test?
6. What is the last thing a student completes in the course?
7. Which part comes first in a lesson, the Evaluation or the Performance Test?

(Cont'd)

Part 2 (Cont'd)

8. Which part comes first in a lesson, the Learning Events or the Practical Exercise?
9. What does a student do after he/she completes all the lessons in an Annex?
10. Which part of a lesson should a student study to prepare himself/herself for the evaluation?

Part 3

Below is a list of 6 training aids and devices used in the 05C AIT course. Also, there are 6 descriptions.

Under Part 3 of your paper, write the numbers 1 through 6 directly below one another. Each number stands for a description. Then print the letter of the training aid or device next to its number.

DO NOT WRITE ON THIS TEST.

Training Aid or Device

- | | |
|---------------------------|-----------------------------------|
| a. TEC Audiovisual Lesson | d. TEC Printed Lesson |
| b. Lesson Study Guide | e. TT-76 Reperforator/Transmitter |
| c. TT-98 Teletypewriter | f. Beseler Cue/See |

Descriptions

1. the audio cassette and visual cassette which together form a lesson
2. a teletypewriter that sends messages by means of a keyboard and receives messages as printed copy
3. the training device which plays the audio and visual cassettes
4. the booklets that are used in every lesson in the 05C AIT Course
5. the booklets which are used for teletypewriter procedures and a few other lessons
6. a teletypewriter that sends messages by means of a keyboard or perforated tape and receives messages on printed and perforated tape

ANSWER KEY FOR LESSON TEST A-05

This answer key contains the correct responses for Lesson Test A-05. Each question is worth one point. Students must get 21 out of 26 total points to pass this test.

Part 1

1. i
2. d
3. h
4. j
5. c
6. a
7. f
8. g
9. b
10. e

Part 2

1. c
2. e
3. a
4. d
5. g
6. d
7. a
8. h
9. f
10. h

Part 3

1. c
2. a
3. b
4. f
5. e
6. d

ANSWER KEY FOR REMEDIATION TEST A-05

This answer key contains the correct responses for Remediation Test A-05. Each question is worth one point. Students must get 21 out of 26 total points to pass this test.

Part 1

1. f
2. i
3. e
4. c
5. a
6. d
7. b
8. g
9. h
10. j

Part 2

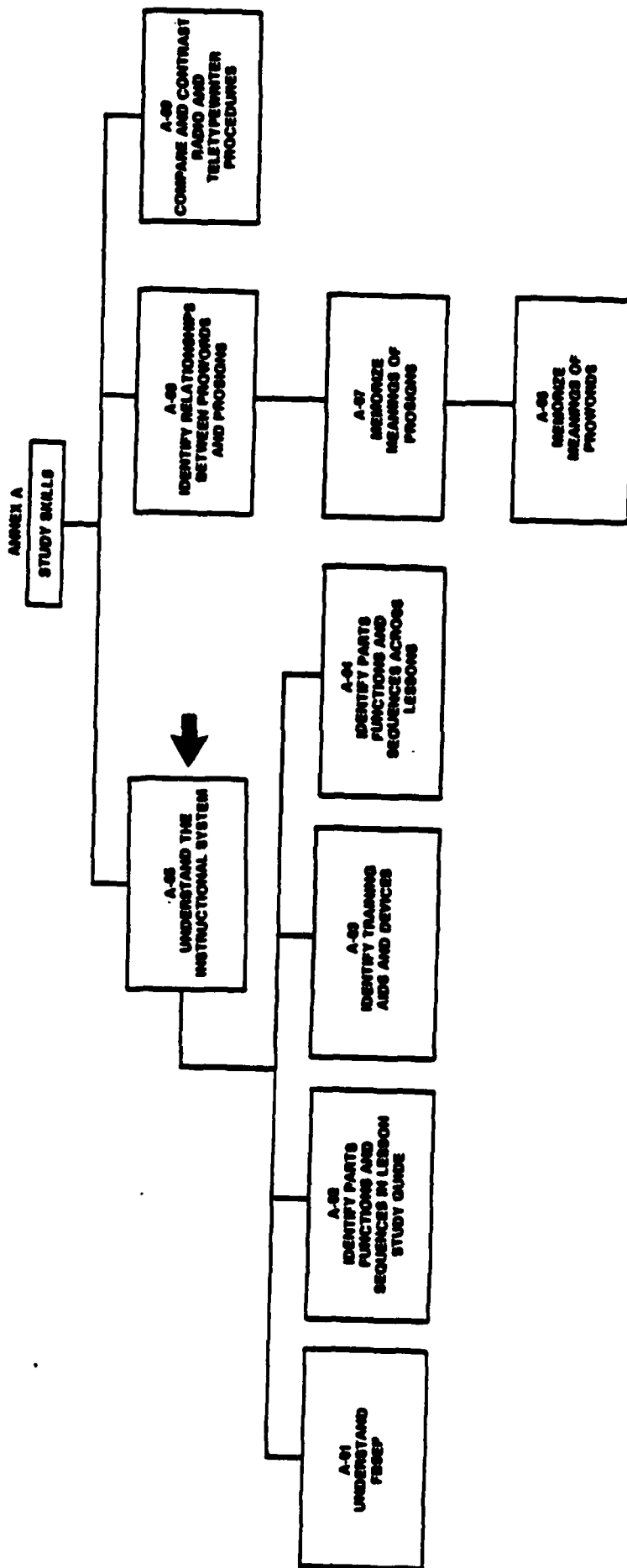
1. d
2. b
3. e
4. f
5. a
6. f
7. e
8. g
9. c
10. g

Part 3

1. a
2. c
3. f
4. b
5. d
6. a

OVERHEAD TRANSPARENCIES A-05

A-05
0



OBJECTIVE

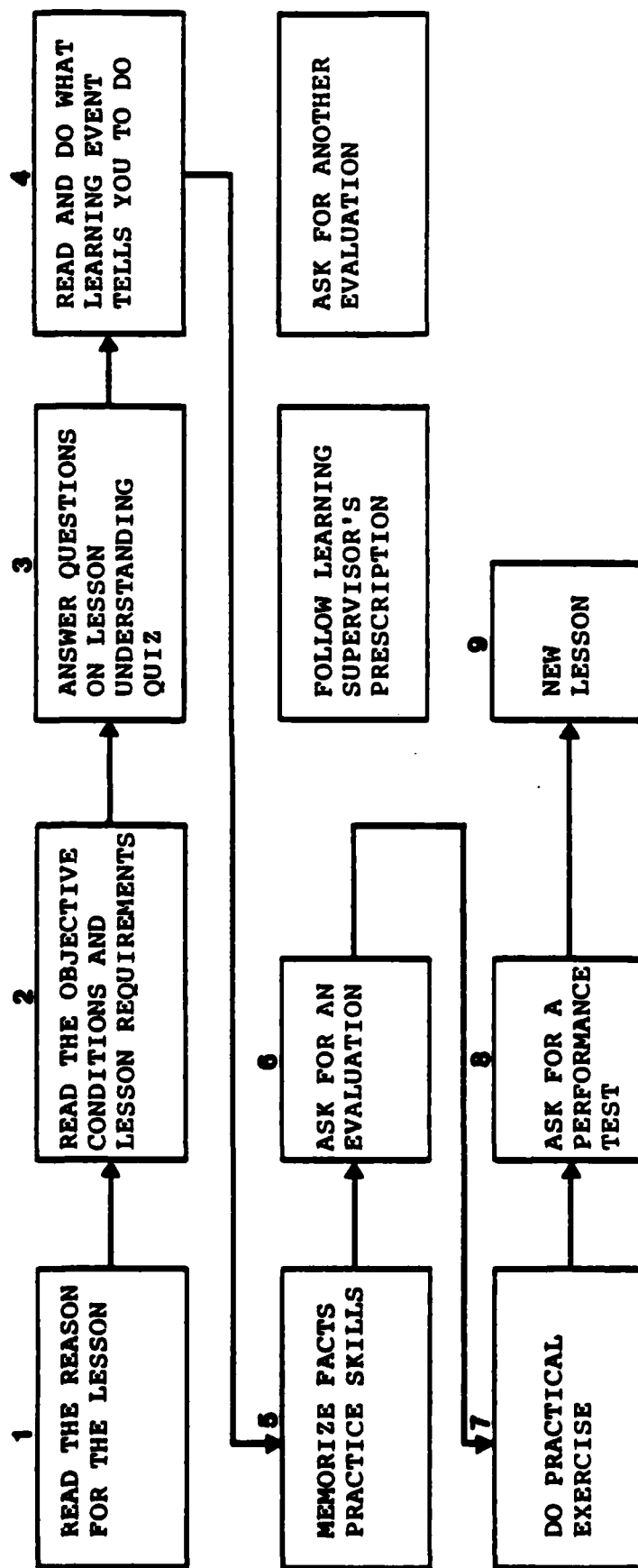
When you finish this lesson, you will be able to answer questions like those asked in lessons A-62, A-63, and A-64.

The main parts of a Lesson Study Guide and the order in which you go through them are as follows:

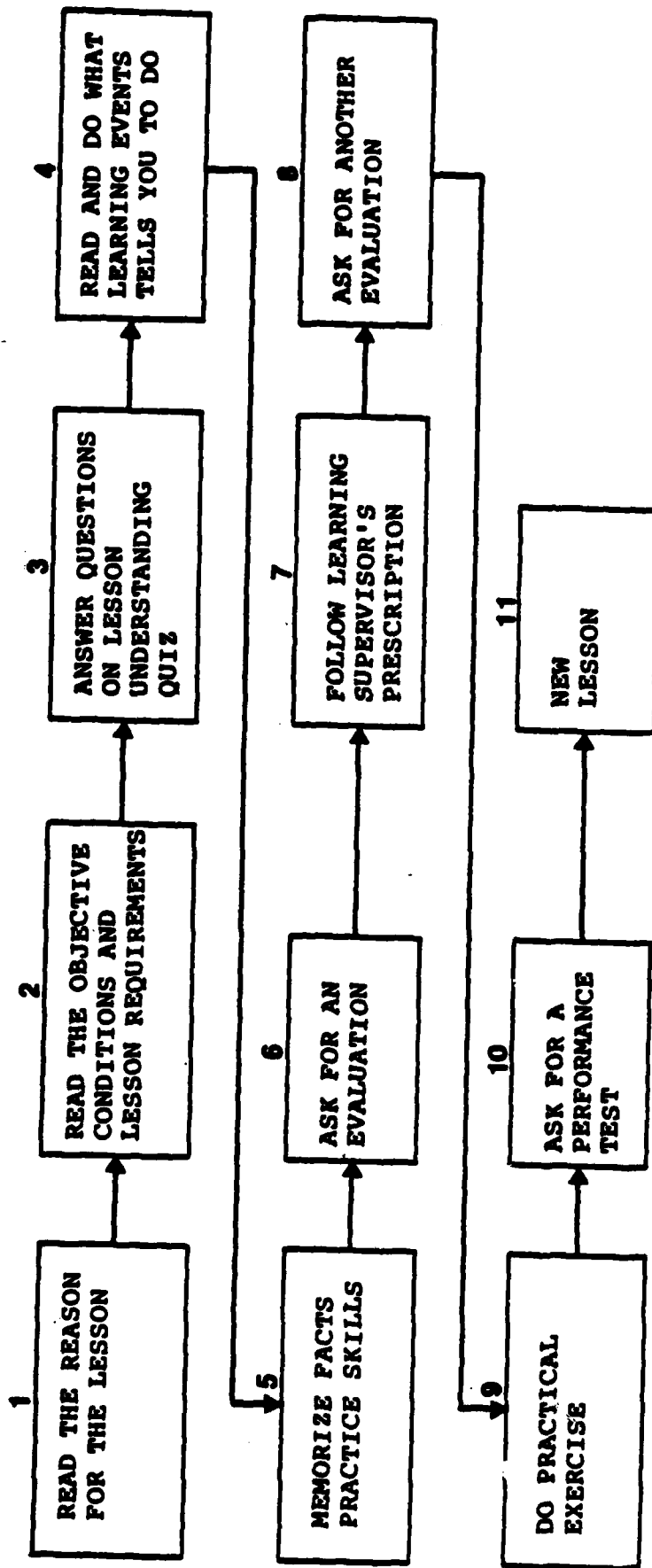
1. Reason for Lesson tells you why it is important to get the knowledge and skill taught in the lesson.
2. Objective-Conditions-Lesson Requirements. These three sections together tell you what you will be able to do after completing the lesson and the equipment and training aids you will use.
3. Lesson Understanding Quiz asks you some questions about the Objective-Conditions-Lesson Requirements. You score the quiz yourself.
4. Learning Events gives you the meaning of important words and the information you need to perform the task covered in the lesson.
5. Evaluation is a test that the instructor will give you to find out if you have learned the material and are ready to move on to the next part of the lesson. It is scored by the instructor.
6. Learning Supervisor's Prescription is a description of the additional training, if any, that the instructor thinks you need.
7. Practical Exercise is the chance you have to practice the task before going on to the Performance Test at the end of the lesson.
8. Performance Test is given by the instructor at the end of the lesson to see if you have learned and can do what is covered in the lesson. The instructor scores the test.

A-05
3

SEQUENCE OF EVENTS FOR STUDENT WHO PASSES EVALUATION



SEQUENCE OF EVENTS FOR STUDENT WHO FAILS EVALUATION

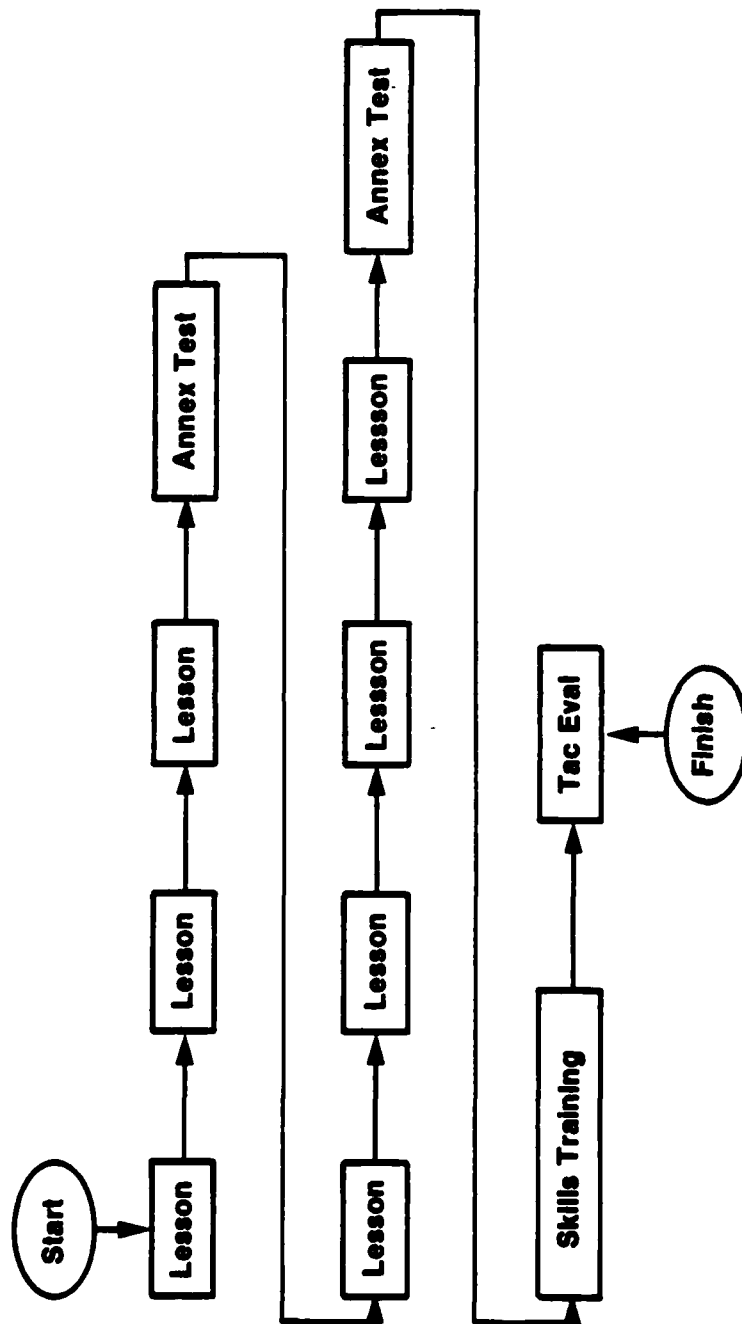


The following training aids and devices are used by students in the course:

- 1. Beseler Cue/See**
This is a training device that plays audio and visual cassettes.
- 2. TEC Audiovisual Lessons**
This is an audio and a visual cassette which together form a lesson.
- 3. TEC Printed Lessons**
These are booklets which are used for teletypewriter procedures and a few other lessons.
- 4. TT-76 Reperforator/Transmitter**
A Teletypewriter that sends messages by means of a keyboard or perforated tape and receives messages as printed and perforated tape.
- 5. TT-98 Teletypewriter**
A teletypewriter that sends messages by means of a keyboard and receives messages as page copy.
- 6. Lesson Study Guides**
These are booklets which are used in every lesson in the 05C course.

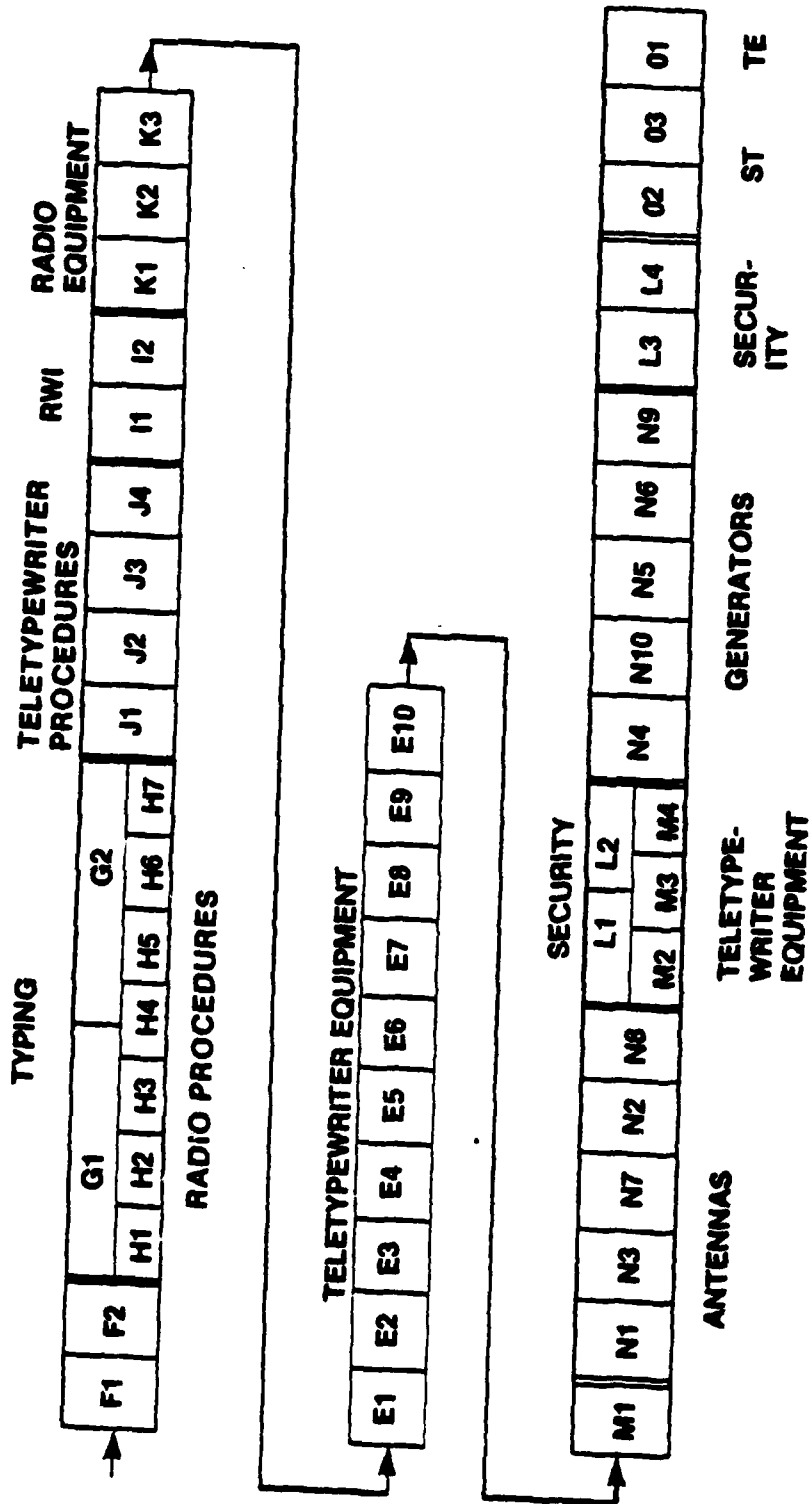
The major parts of the course, their function and the order in which you do them, are shown below:

- 1. The Lesson which covers a small unit of instruction.**
- 2. The Annex which represents a group of lessons dealing with similar subjects**
- 3. The Annex Test which tests the student on the things that he/she learned in the lessons in the Annex**
- 4. Skill Training which takes place in the field and allows the student to perform as a radio teletypewriter operator under simulated tactical conditions**
- 5. Tac Eval (Tactical Evaluation) which is the end-of-course test designed to see if the student is qualified to graduate from the course.**



IDEAL SEQUENCE OF EVENTS

ACTUAL SEQUENCE OF EVENTS





FBSEP

RADIO TELETYPE OPERATOR

MOS 05C10

STUDENT GUIDE

05C FBSEP LESSON A-06

MEMORIZING MEANINGS OF PROWORDS

PREREQUISITE: None

MATERIALS REQUIRED: None

TYPE OF LESSON: Self paced

STUDENT GUIDE
05C FBSEP LESSON A-06
MEMORIZING MEANINGS OF PROWORDS

INTRODUCTION

When a radio operator sends messages on a radio, he or she must use a special set of words known as prowords. Each proword has a meaning of its own. Prowords are used to replace everyday words or phrases. The main reason for using prowords is to speed up the sending of messages on the radio. In this lesson you will learn the meanings of 30 of the most common prowords used by radio operators.

The Annex Map on the next page shows you where this lesson fits in with the other lessons in this annex.



OBJECTIVE: When you finish this lesson, you will be able to match a set of prowords with their meanings.

To memorize the meanings of prowords, you should:

1. Read each proword and pronounce it.
2. Read the meaning of each proword.
3. Note words in the meaning which are the same as or similar to the proword.
4. Cover the proword; look at the meaning; and try to recall the proword.
5. Cover the meaning; look at the proword; and try to recall the meaning.
6. Repeat steps 4 and 5 until you make no errors.

The prowords and their meanings are listed in the Presentation section which follows. They have been arranged into three groups to make it easier for you to memorize.

PRESENTATION

You are now going to memorize the meanings of proverbs using the steps you were given in the Introduction. The proverbs will be presented to you in small groups. After you have memorized all 30 proverbs, you will do a Study Exercise that will help you remember their meaning. When you have finished the Study Exercise, you will do a Practice Exercise that is like the test.

On the next page are listed the first ten proverbs with their meanings. Read them and then read the example that follows. Then use the steps you have learned to memorize all the proverbs.

PROWORDS

ALL AFTER:

ALL BEFORE:

AUTHENTICATION IS:

BREAK:

CORRECT:

CORRECTION:

EXEMPT:

FROM:

GROUPS:

MESSAGE:

MEANINGS

The portion of the message to which I refer is all that which comes after_____.

The portion of the message to which I refer is all which comes before_____.

The transmission authentication of this message is_____.

I now show the separation of the text from other parts of the message.

You are correct. What you have transmitted is correct.

An error has been made in this transmission. Transmission will continue with the last word correctly transmitted.

That which follows is a corrected version in answer to your request for verification.

The addressees immediately following are exempted from the collective call.

The designator immediately following is the originator of the message.

This message contains the number of code groups that follow.

A message which requires recording follows.

NOTE: The "designator" that is referred to in the definition of FROM could be the call sign or it could be the title and unit of the sender of the message.

A-06 SG
05C FBSEP

EXAMPLE: ALL AFTER

STEP 1: Read each proword and pronounce it.

Read the proword ALL AFTER.

Say it aloud.

STEP 2: Read the meaning of each proword.

Read the meaning of ALL AFTER.

The meaning is: The portion of the message to
which I refer is all that which comes after
_____.

STEP 3: Note words in the meaning which are the same
as or similar to the proword.

Notice in the definition of ALL AFTER that the
words ALL AFTER appear. It should help you to
remember the meaning of ALL AFTER to know that
it is used in a message to refer to ALL the
message that comes AFTER a certain word.

STEP 4: Cover the proword; look at the meaning; and try to recall the meaning.

Take a piece of paper and cover up the proword ALL AFTER. Read the meaning and as you do try to picture the proword in your mind. This will help you associate the proword with its meaning.

STEP 5: Cover the meaning; look at the proword; and try to recall its meaning.

Now take a piece of paper and cover up the meaning of ALL AFTER. Try to remember its meaning and say it silently to yourself as you look at the proword. Can you recall it?

STEP 6: Repeat Steps 4 and 5 until you make no errors.

Can you recall the proword when you look at its meaning? Can you recall the meaning when you look at the proword? If you have problems doing either Step 4 or Step 5, repeat them.

Now continue memorizing the rest of the prowords using the steps you have learned.

Below are 10 more prowords and their meanings. Memorize them using the same procedure you used for the first group of 10 prowords.

PROWORDS

MEANINGS

I SAY AGAIN:

I am repeating my transmission or I am repeating the portion of my transmission that follows.

I SPELL:

I shall spell the next word phonetically.

INFO:

The addressees immediately following are addressed for information.

INTERROGATIVE:

Is the information which follows correct?

NUMBER:

The number which follows is the station serial number or message number.

OUT:

This is the end of my transmission and no answer is required.

OVER:

This is the end of my transmission to you and a response is necessary. Go ahead and transmit.

ROGER:

I have received your last transmission satisfactorily.

SAY AGAIN:

Repeat the transmission whose location follows.

TIME:

That which follows is the time or date/time group of the message.

When you feel that you have memorized the second group of 10 prowords and their meanings, move on to the last 10 prowords and their meanings.

Below are the last 10 prowords and their meanings. Memorize them.

PROWORDS

MEANINGS

THIS IS:	This transmission is from the station whose designator follows.
TO:	The addressee(s) immediately following is (are) addressed for action.
WAIT:	I must pause for a few seconds.
WORD AFTER:	The word of the message to which I refer is the word which comes after _____.
WORD BEFORE:	The word of the message to which I refer is the word which comes before _____.
WORDS TWICE:	Communication is difficult. Transmit each phrase or code group twice.
FLASH:	First precedence.
IMMEDIATE:	Second precedence.
PRIORITY:	Third precedence.
ROUTINE:	Fourth precedence.

When you feel that you have memorized the last 10 prowords and their meanings, move on to the Study Exercise.

STUDY EXERCISE

Below you see seven sample messages. Read each message and then answer the questions about the message. When you have answered all of the questions, check your answers with those found in the Answers to Study Exercise.

Message 1: Sending Operator

H7R
THIS IS B3T72
MESSAGE NUMBER 3
ROUTINE TIME 241524Z Oct 81
FROM V6T35
TO X4R29
INFO S3W15
EXEMPT D1E72
BREAK
Send rations for 20 CORRECTION 30 men to checkpoint Dover.
I SPELL D o v e r Dover.
BREAK
AUTHENTICATION IS Delta Foxtrot
OVER

1. What is the call sign of the information addressee?
2. What is the precedence of this message?
3. Which number was said incorrectly?
4. What was the correct number?
5. What is the call sign of the station sending the message?
6. Which word did the operator spell out?
7. What is the transmission authentication of the message?
8. What is the call sign of the originator of the message?
9. What is the station serial number?
10. What is the call sign of the exempt addressee?
11. What is the call sign of the action addressee?
12. What is the time of the message?
13. What does the first proword BREAK do?

Message 2: Receiving Operator

B3T72

THIS IS H7R

SAY AGAIN WORD AFTER to
OVER

1. What is the call sign of the receiving operator?
2. Which word did the operator want repeated?
3. What does the proword OVER mean?

Message 3: Sending Operator

H7R

THIS IS B3T72

I SAY AGAIN WORD AFTER to checkpoint.
OVER

1. What is the call sign of the station sending this message?
2. Which part of the transmission is being repeated?

Message 4: Receiving Operator

B3T72

THIS IS H7R

ROGER
OUT

1. What is the call sign of the station sending this message?
2. Did the operator receive the transmission satisfactorily?
3. Which proword tells you this?
4. What does the proword OUT mean?

Message 5: Sending Operator

B8C42

THIS IS P6R19

MESSAGE NUMBER 17

IMMEDIATE TIME 161050Z Feb 82

FROM Cdr 2nd Bn

TO Cdr A Co

INFO Cdr C Co

EXEMPT S-4

BREAK

Unit will arrive point Hoto, CORRECTION Boto, I SPELL B o t o
at 1600.

BREAK

AUTHENTICATION IS Lima Papa

OVER

1. Who is the originator of this message?
2. What does the second proword BREAK mean?
3. Who is exempt from the message?
4. What is the call sign of the station sending the message?
5. What is the transmission authentication of this message?
6. Which word did the operator spell out?
7. What is the number of this message?
8. Who is the information addressee?
9. What is the time of the message?
10. Which word did the operator say incorrectly?
11. What was the correct word?
12. Who is the action addressee?
13. What is the precedence of this message?

Message 6: Receiving Operator

P6R19

THIS IS B8C42

INTERROGATIVE WORD AFTER will arrive
OVER

1. What is the call sign of the receiving operator?
2. What word is the receiving operator questioning?
3. Where is the location of the word he/she is questioning?

Message 7: Sending Operator

B3C42

THIS IS P6R29

CORRECT
OUT

1. Was the receiving operator correct or incorrect?
2. What is the call sign of the sending operator?

A-06 SG
05C FBSEP

ANSWERS TO STUDY EXERCISE

Message 1

1. S3W15
2. Fourth precedence
3. 20
4. 30
5. B3T72
6. Dover
7. Delta Foxtrot
8. V6T35
9. 3
10. D1E72
11. X4R29
12. 241524Z
13. Separate the text from
the first part of message

Message 2

1. H7R
2. Word after to
3. This is the end of my
transmission. Go
ahead and transmit.

Message 3

1. B3T72
2. Word after to checkpoint

Message 4

1. H7R
2. Yes
3. Roger
4. This is the end of my
transmission and no
answer is required.

A-06 SG
05C FBSEP

Message 5

1. CDR 2nd Bn
2. Separate text from the
last part of message
3. S-4
4. P6R19
5. Lima Papa
6. Boto
7. 17
8. Cdr C Co
9. 161050Z
10. Hoto
11. Boto
12. Cdr A Co
13. Second precedence

Message 6

1. B8C42
2. Arrive
3. Word after will

Message 7

1. Correct
2. P6R19

SUMMARY AND PRACTICE

You now have memorized the meanings of 30 frequently used prowords using the procedure shown below.

To memorize the meanings of prowords, you should:

1. Read each proword and pronounce it.
2. Read the meaning of each proword.
3. Note words in the meaning which are the same as or simliar to the proword.
4. Cover the proword; look at the meaning; and try to recall the proword.
5. Cover the meaning; look at the proword; and try to recall the meaning.
6. Repeat steps 4 and 5 until you make no errors.

As a final check on yourself before you do the Practice Exercise, read the prowords and their meanings again, expecially those that have given you trouble.

When you feel you are ready for the Practice Exercise, move on to the next page. The Practice Exercise has three parts. When you complete all three parts, compare your answers with those found in the Answers to Practice Exercise. Good luck.

When you think you are ready, ask your learning supervisor for the Lesson Test.

PRACTICE EXERCISE

Part 1

Below you see 12 prowords and 10 meanings.

On a separate sheet of paper, write the numbers 1 through 10, one below the other. Each number stands for a meaning. Then print the PROWORD next to its number. Two prowords will not be used. DO NOT WRITE IN THIS STUDENT GUIDE.

Prowords

ALL BEFORE	EXEMPT	PRIORITY	TIME
GROUPS	FROM	OUT	AUTHENTICATION IS
I SAY AGAIN	INTERROGATIVE	WAIT	IMMEDIATE

Meanings

1. The transmission authentication of this message is ____.
2. Second precedence
3. The portion of the message to which I refer is all which comes before ____.
4. The addressees immediately following are exempted from the collective call.
5. Is the information which follows correct?
6. That which follows is the time or date/time group of the message.
7. The designator immediately following is the originator of the message.
8. I must pause for a few seconds.
9. I am repeating my transmission. I am repeating the portion of my transmission that follows.
10. Third precedence

PRACTICE EXERCISE

Part 2

Below you see 12 prowords and 10 meanings.

On a separate sheet of paper, write the numbers 1 through 10, one below the other. Each number stands for a meaning. Then print the PROWORD next to its number. Two prowords will not be used. DO NOT WRITE IN THIS STUDENT GUIDE.

Prowords

BREAK	FLASH	ROUTINE	ALL AFTER
EXEMPT	I SPELL	ROGER	GROUPS
CORRECTION	NUMBER	WORD BEFORE	INFO

Meanings

1. The portion of the message to which I refer is all which comes after _____.
2. The addressees immediately following are addressed for information.
3. The word of the message to which I refer is the word which come before _____.
4. This message contains the number of code groups that follow.
5. I now show the separation of the text from other parts of the message.
6. The number which follows is the station serial number or message number.
7. First precedence
8. I shall spell the next word phonetically.
9. Fourth precedence
10. An error has been made in this transmission. Transmission will continue with the last word correctly transmitted. That which follows is a corrected version in answer to your request for verification.

PRACTICE EXERCISE

Part 3

Below you see 12 prowords and 10 meanings.

On a separate sheet of paper, write the numbers 1 through 10, one below the other. Each number stands for a meaning. Then print the PROWORD next to its number. Two prowords will not be used. DO NOT WRITE IN THIS STUDENT GUIDE.

Prowords

CORRECT	TO	OUT	THIS IS
WAIT	ROGER	NUMBER	WORD AFTER
WORDS TWICE	OVER	SAY AGAIN	MESSAGE

Meanings

1. A message which requires recording follows.
2. I have received your last transmission satisfactorily.
3. This is the end of my transmission to you and no answer is required.
4. Communication is difficult. Transmit each phrase or code group twice.
5. The addressee(s) immediately following is (are) addressed for action.
6. This is the end of my transmission to you and a response is necessary. Go ahead and transmit.
7. This transmission is from the station whose designator follows.
8. The word of the message to which I refer is the word which comes after ____.
9. You are correct. What you have transmitted is correct.
10. Repeat the transmission whose location follows.

ANSWERS TO PRACTICE EXERCISE

Part 1

1. AUTHENTICATION IS
The transmission authentication of this message is ____.
2. IMMEDIATE
Second precedence
3. ALL BEFORE
The portion of the message to which I refer is all which comes before ____.
4. EXEMPT
The addressees immediately following are exempted from the collective call.
5. INTERROGATIVE
Is the information which follows correct?
6. TIME
That which follows is the time or date/time group of the message
7. FROM
The designator immediately following is the originator of the message.
8. WAIT
I must pause for a few seconds.
9. I SAY AGAIN
I am repeating my transmission. I am repeating the portion of my transmission that follows.
10. PRIORITY
Third precedence

ANSWERS TO PRACTICE EXERCISE

Part 2

1. ALL AFTER
The portion of the message to which I refer is all which comes after _____.
2. INFO
The addressees immediately following are addressed for information.
3. WORD BEFORE
The word of the message to which I refer is the word which comes before _____.
4. GROUPS
This message contains the number of code groups that follow.
5. BREAK
I now show the separation of the text from other parts of the message.
6. NUMBER
The number which follows is the station serial number or message number.
7. FLASH
First precedence
8. I SPELL
I shall spell the next word phonetically.
9. ROUTINE
Fourth precedence
10. CORRECTION
An error has been made in this transmission. Transmission will continue with the last word correctly transmitted. That which follows is a corrected version in answer to your request for verification.

ANSWERS TO PRACTICE EXERCISE

Part 3

1. MESSAGE
A message which requires recording follows.
2. ROGER
I have received your last transmission satisfactorily.
3. OUT
This is the end of my transmission to you and no answer is required.
4. WORDS TWICE
Communication is difficult. Transmit each phrase or code group twice.
5. TO
The addressee(s) immediately following is (are) addressed for action.
6. OVER
This is the end of my transmission to you and a response is necessary. Go ahead and transmit.
7. THIS IS
This transmission is from the station whose designator follows.
8. WORD AFTER
The word of the message to which I refer is the word which comes after _____.
9. CORRECT
You are correct. What you have transmitted is correct.
10. SAY AGAIN
Repeat the transmission whose location follows.

OBTAIN LESSON TEST FROM LEARNING SUPERVISOR

A-06 SG
05C FBSEP

REMEDIATION

Study the prowords and their definitions which are found in the Presentation of this Student Guide. Then do the Remediation Exercise which appears on the next three pages.

There are three parts to the Remediation Exercise. When you complete all parts, compare your answers with those found in the Answers to Remediation Exercise.

After you have finished comparing your answers with those in the Answers to Remediation Exercise, ask your learning supervisor for the Remediation Test.

REMEDIATION EXERCISE

Part 1

Below you see 12 prowords and 10 meanings.

On a separate sheet of paper, write the numbers 1 through 10, one below the other. Each number stands for a meaning. Then print the PROWORD next to its number. Two prowords will not be used. DO NOT WRITE IN THIS STUDENT GUIDE.

Prowords

ALL BEFORE	EXEMPT	PRIORITY	TIME
GROUPS	FROM	OUT	AUTHENTICATION IS
I SAY AGAIN	INTERROGATIVE	WAIT	IMMEDIATE

Meanings

1. The transmission authentication of this message is ____.
2. Second precedence
3. The portion of the message to which I refer is all which comes before ____.
4. The addressees immediately following are exempted from the collective call.
5. Is the information which follows correct?
6. That which follows is the time or date/time group of the message.
7. The designator immediately following is the originator of the message.
8. I must pause for a few seconds.
9. I am repeating my transmission. I am repeating the portion of my transmission that follows.
10. Third precedence

REMEDIATION EXERCISE

Part 2

Below you see 12 prowords and 10 meanings.

On a separate sheet of paper, write the numbers 1 through 10, one below the other. Each number stands for a meaning. Then print the PROWORD next to its number. Two prowords will not be used. DO NOT WRITE IN THIS STUDENT GUIDE.

Prowords

BREAK	FLASH	ROUTINE	ALL AFTER
EXEMPT	I SPELL	ROGER	GROUPS
CORRECTION	NUMBER	WORD BEFORE	INFO

Meanings

1. The portion of the message to which I refer is all which comes after ____.
2. The addressees immediately following are addressed for information.
3. The word of the message to which I refer is the word which comes before ____.
4. This message contains the number of code groups that follow.
5. I now show the separation of the text from other parts of the message.
6. The number which follows is the station serial number or message number.
7. First precedence
8. I shall spell the next word phonetically.
9. Fourth precedence
10. An error has been made in this transmission. Transmission will continue with the last word correctly transmitted. That which follows is a corrected version in answer to your request for verification.

REMEDIATION EXERCISE

Part 3

Below you see 12 prowords and 10 meanings.

On a separate sheet of paper, write the numbers 1 through 10, one below the other. Each number stands for a meaning. Then print the PROWORD next to its number. Two prowords will not be used. DO NOT WRITE IN THIS STUDENT GUIDE.

Prowords

CORRECT	TO	OUT	THIS IS
WAIT	ROGER	NUMBER	WORD AFTER
WORDS TWICE	OVER	SAY AGAIN	MESSAGE

Meanings

1. A message which requires recording follows.
2. I have received your last transmission satisfactorily.
3. This is the end of my transmission to you and no answer is required.
4. Communication is difficult. Transmit each phrase or code group twice.
5. The addressee(s) immediately following is (are) addressed for action.
6. This is the end of my transmission to you and a response is necessary. Go ahead and transmit.
7. This transmission is from the station whose designator follows.
8. The word of the message to which I refer is the word which comes after _____.
9. You are correct. What you have transmitted is correct.
10. Repeat the transmission whose location follows.

ANSWERS TO REMEDIATION EXERCISE

Part 1

1. AUTHENTICATION IS
The transmission authentication of this message is ____.
2. IMMEDIATE
Second precedence
3. ALL BEFORE
The portion of the message to which I refer is all which comes before _____.
4. EXEMPT
The addressees immediately following are exempted from the collective call.
5. INTERROGATIVE
Is the information which follows correct?
6. TIME
That which follows is the time or date/time group of the message
7. FROM
The designator immediately following is the originator of the message.
8. WAIT
I must pause for a few seconds.
9. I SAY AGAIN
I am repeating my transmission. I am repeating the portion of my transmission that follows.
10. PRIORITY
Third precedence

ANSWERS TO REMEDIATION EXERCISE

Part 2

1. ALL AFTER
The portion of the message to which I refer is all which comes after _____.
2. INFO
The addressees immediately following are addressed for information.
3. WORD BEFORE
The word of the message to which I refer is the word which comes before _____.
4. GROUPS
This message contains the number of code groups that follow.
5. BREAK
I now show the separation of the text from other parts of the message.
6. NUMBER
The number which follows is the station serial number or message number.
7. FLASH
First precedence
8. I SPELL
I shall spell the next word phonetically.
9. ROUTINE
Fourth precedence
10. CORRECTION
An error has been made in this transmission. Transmission will continue with the last word correctly transmitted. That which follows is a corrected version in answer to your request for verification.

ANSWERS TO REMEDIATION EXERCISE

Part 3

1. MESSAGE
A message which requires recording follows.
2. ROGER
I have received your last transmission satisfactorily.
3. OUT
This is the end of my transmission to you and no answer is required.
4. WORDS TWICE
Communication is difficult. Transmit each phrase or code group twice.
5. TO
The addressee(s) immediately following is (are) addressed for action.
6. OVER
This is the end of my transmission to you and a response is necessary. GO ahead and transmit.
7. THIS IS
This transmission is from the station whose designator follows.
8. WORD AFTER
The word of the message to which I refer is the word which comes after ____.
9. CORRECT
You are correct. What you have transmitted is correct.
10. SAY AGAIN
Repeat the transmission whose location follows.

OBTAIN REMEDIATION TEST FROM LEARNING SUPERVISOR


A-06 SG
05C FBSEP

LESSON TEST FOR A-06

You will need some paper and a pencil to do this Lesson Test. It contains 30 items. Each item tests the objective that you learned in this lesson. Each item is worth one point. You must get 24 out of 30 total points to pass this test. Write your answers on a separate sheet of paper. DO NOT WRITE ON THIS TEST.

This test has 3 parts. Do the following to prepare for the test.

1. Get a sheet of paper and in the upper right hand corner, PRINT your last name, first name, and middle initial.
2. In the center of the top line PRINT Lesson Test, A-06
3. On the next line PRINT Part 1, Part 2, and Part 3 as shown below.

			YOUR NAME
LESSON TEST A-06			
<u>Part 1</u>	<u>Part 2</u>	<u>Part 3</u>	
			

4. Now move on to the next page.

Part 1

Below you see 12 prowords and 10 meanings.

Under Part 1 of your paper, write the numbers 1 through 10, one below the other. Each number stands for a meaning. Then print the PROWORD next to its number. Two prowords will not be used. DO NOT WRITE ON THIS LESSON TEST

Prowords

ALL BEFORE	EXEMPT	PRIORITY	TIME
GROUPS	FROM	OUT	AUTHENTICATION IS
I SAY AGAIN	INTERROGATIVE	WAIT	IMMEDIATE

Meanings

1. The transmission authentication of this message is ____.
2. Second precedence
3. The portion of the message to which I refer is all which comes before ____.
4. The addressees immediately following are exempted from the collective call.
5. Is the information which follows correct?
6. That which follows is the time or date/time group of the message.
7. The designator immediately following is the originator of the message.
8. I must pause for a few seconds.
9. I am repeating my transmission. I am repeating the portion of my transmission that follows.
10. Third precedence

Part 2

Below you see 12 prowords and 10 meanings.

Under Part 2 of your paper, write the numbers 1 through 10, one below the other. Each number stands for a meaning. Then print the PROWORD next to its number. Two prowords will not be used. DO NOT WRITE ON THIS LESSON TEST.

Prowords

BREAK	FLASH	ROUTINE	ALL AFTER
EXEMPT	I SPELL	ROGER	GROUPS
CORRECTION	NUMBER	WORD BEFORE	INFO

Meanings

1. The portion of the message to which I refer is all which comes after ____.
2. The addressees immediately following are addressed for information.
3. The word of the message to which I refer is the word which comes before ____.
4. This message contains the number of code groups that follow.
5. I now show the separation of the text from other parts of the message.
6. The number which follows is the station serial number or message number.
7. First precedence
8. I shall spell the next word phonetically.
9. Fourth precedence
10. An error has been made in this transmission. Transmission will continue with the last word correctly transmitted. That which follows is a corrected version in answer to your request for verification.

Part 3

Below you see 12 prowords and 10 meanings.

Under Part 3 of your paper, write the numbers 1 through 10, one below the other. Each number stands for a meaning. Then print the PROWORD next to its number. Two prowords will not be used. DO NOT WRITE ON THIS LESSON TEST.

Prowords

CORRECT	TO	OUT	THIS IS
WAIT	ROGER	NUMBER	WORD AFTER
WORDS TWICE	OVER	SAY AGAIN	MESSAGE

Meanings

1. A message which requires recording follows.
2. I have received your last transmission satisfactorily.
3. This is the end of my transmission to you and no answer is required.
4. Communication is difficult. Transmit each phrase or code group twice.
5. The addressee(s) immediately following is (are) addressed for action.
6. This is the end of my transmission to you and a response is necessary. Go ahead and transmit.
7. This transmission is from the station whose designator follows.
8. The word of the message to which I refer is the word which comes after _____.
9. You are correct. What you have transmitted is correct.
10. Repeat the transmission whose location follows.

REMEDIATION TEST FOR A-06

You will need some paper and a pencil to do this Remediation Test. It contains 30 items. Each item tests the objective that you learned in this lesson. Each item is worth one point. You must get 24 out of 30 total points to pass this test. Write your answers on a separate sheet of paper. DO NOT WRITE ON THIS TEST.

This test has 3 parts. Do the following to prepare for the test.

1. Get a sheet of paper and in the upper right hand corner, PRINT your last name, first name, and middle initial.
2. In the center of the top line PRINT Remediation Test, A-06
3. On the next line PRINT Part 1, Part 2, and Part 3 as shown below.

YOUR NAME		
REMEDIATION TEST A-06		
<u>Part 1</u>	<u>Part 2</u>	<u>Part 3</u>

4. Now move on to the next page.

Part 1

Below you see 12 prowords and 10 meanings.

Under Part 1 of your paper, write the numbers 1 through 10, one below the other. Each number stands for a meaning. Then print the PROWORD next to its number. Two prowords will not be used. DO NOT WRITE ON THIS REMEDIATION TEST.

Prowords

ALL BEFORE	EXEMPT	PRIORITY	TIME
GROUPS	FROM	OUT	AUTHENTICATION IS
I SAY AGAIN	INTERROGATIVE	WAIT	IMMEDIATE

Meanings

1. The transmission authentication of this message is ____.
2. Second precedence
3. The portion of the message to which I refer is all which comes before ____.
4. The addressees immediately following are exempted from the collective call.
5. Is the information which follows correct?
6. That which follows is the time or date/time group of the message.
7. The designator immediately following is the originator of the message.
8. I must pause for a few seconds.
9. I am repeating my transmission. I am repeating the portion of my transmission that follows.
10. Third precedence

A-06 RT
05C FBSEP

Part 2

Below you see 12 more prowords and 10 meanings.

Under Part 2 of your paper, write the numbers 1 through 10, one below the other. Each number stands for a meaning. Then print the PROWORD next to its number. Two prowords will not be used. DO NOT WRITE ON THIS REMEDIATION TEST.

Prowords

BREAK	FLASH	ROUTINE	ALL AFTER
EXEMPT	I SPELL	ROGER	GROUPS
CORRECTION	NUMBER	WORD BEFORE	INFO

Meanings

1. The portion of the message to which I refer is all which comes after ____.
2. The addressees immediately following are addressed for information.
3. The word of the message to which I refer is the word which comes before ____.
4. This message contains the number of code groups that follow.
5. I now show the separation of the text from other parts of the message.
6. The number which follows is the station serial number or message number.
7. First precedence
8. I shall spell the next word phonetically.
9. Fourth precedence
10. An error has been made in this transmission. Transmission will continue with the last word correctly transmitted. That which follows is a corrected version in answer to your request for verification.

Part 3

Below you see 12 prowords and 10 meanings.

Under Part 3 of your paper, write the numbers 1 through 10, one below the other. Each number stands for a meaning. Then print the PROWORD next to its number. Two prowords will not be used. DO NOT WRITE ON THIS REMEDIATION TEST.

Prowords

CORRECT	TO	OUT	THIS IS
WAIT	ROGER	NUMBER	WORD AFTER
WORDS TWICE	OVER	SAY AGAIN	MESSAGE

Meanings

1. A message which requires recording follows.
2. I have received your last transmission satisfactorily.
3. This is the end of my transmission to you and no answer is required.
4. Communication is difficult. Transmit each phrase or code group twice.
5. The addressee(s) immediately following is (are) addressed for action.
6. This is the end of my transmission to you and a response is necessary. Go ahead and transmit.
7. This transmission is from the station whose designator follows.
8. The word of the message to which I refer is the word which comes after ____.
9. You are correct. What you have transmitted is correct.
10. Repeat the transmission whose location follows.

ANSWER KEY FOR LESSON TEST A-06

This answer key contains the correct responses for Lesson Test A-06. Each item is worth one point. Students must get 24 out of 30 total points to pass this test.

<u>Part 1</u>	<u>Part 2</u>	<u>Part 3</u>
1. AUTHENTICATION IS	1. ALL AFTER	1. MESSAGE
2. IMMEDIATE	2. INFO	2. ROGER
3. ALL BEFORE	3. WORD BEFORE	3. OUT
4. EXEMPT	4. GROUPS	4. WORDS TWICE
5. INTERROGATIVE	5. BREAK	5. TO
6. TIME	6. NUMBER	6. OVER
7. FROM	7. FLASH	7. THIS IS
8. WAIT	8. I SPELL	8. WORD AFTER
9. I SAY AGAIN	9. ROUTINE	9. CORRECT
10. PRIORITY	10. CORRECTION	10. SAY AGAIN

ANSWER KEY FOR REMEDIATION TEST A-06

This answer key contains the correct responses for Remediation Test A-06. Each item is worth one point. Students must get 24 out of 30 total points to pass this test.

<u>Part 1</u>	<u>Part 2</u>	<u>Part 3</u>
1. AUTHENTICATION IS	1. ALL AFTER	1. MESSAGE
2. IMMEDIATE	2. INFO	2. ROGER
3. ALL BEFORE	3. WORD BEFORE	3. OUT
4. EXEMPT	4. GROUPS	4. WORDS TWICE
5. INTERROGATIVE	5. BREAK	5. TO
6. TIME	6. NUMBER	6. OVER
7. FROM	7. FLASH	7. THIS IS
8. WAIT	8. I SPELL	8. WORD AFTER
9. I SAY AGAIN	9. ROUTINE	9. CORRECT
10. PRIORITY	10. CORRECTION	10. SAY AGAIN



FBSEP

RADIO TELETYPE OPERATOR

MOS 05C10

STUDENT GUIDE

05C FBSEP LESSON A-07

MEMORIZING MEANINGS OF PROSIGNS

PREREQUISITE: None

MATERIALS REQUIRED: None

TYPE OF LESSON: Self paced

STUDENT GUIDE

05C FBSEP LESSON A-07

MEMORIZING MEANINGS OF PROSIGNS

INTRODUCTION

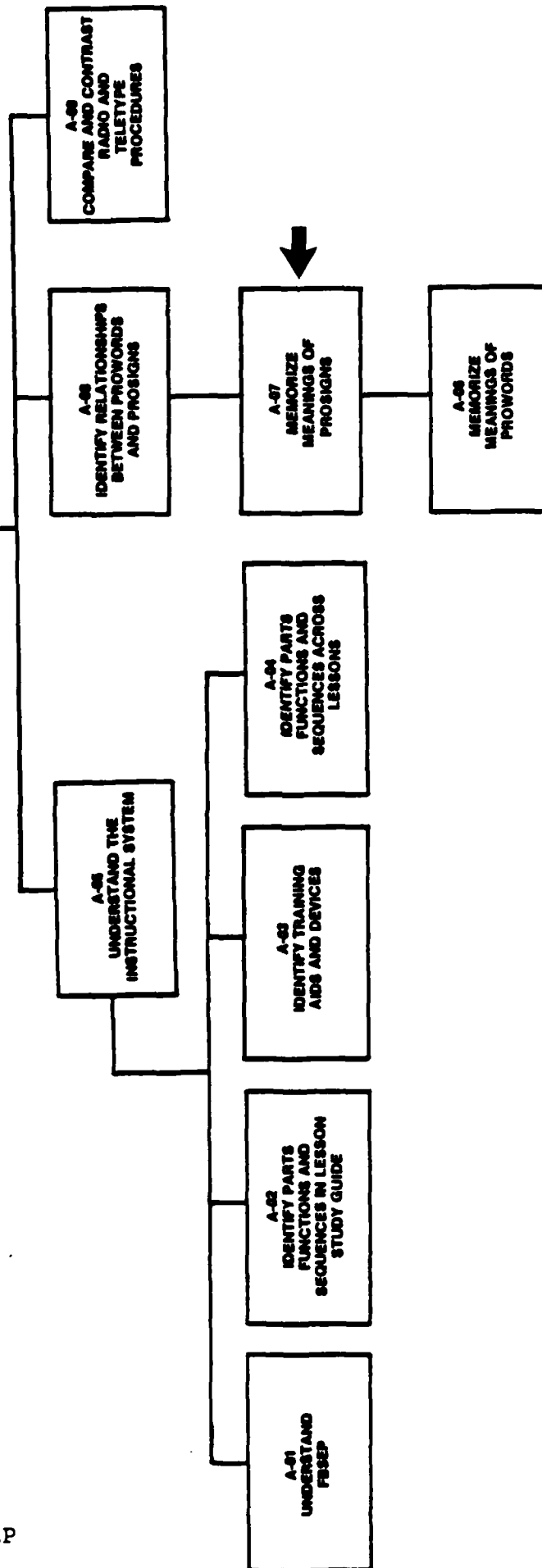
When a radio teletype operator sends messages on a radio teletypewriter, he/she must use a special set of symbols known as prosigns. Some prosigns are words and some prosigns are groups of letters. Each prosign has a meaning of its own. Prosigns are used to replace an every-day word or phrase. The main reason for using prosigns is to speed-up the sending of messages on the radio teletypewriter. Prosigns are for radio teletype operators what prowords are for radio operators.

In this lesson you will learn the meanings of 27 of the most common prosigns used by radio teletype operators.

The Annex Map on the next page shows you where this lesson fits in with the other lessons in this annex. The arrow points to Lesson A-07.

ANNEX A

STUDY SKILLS



A-07 SG
05C FBSEP

OBJECTIVE: When you finish this lesson, you will be able to match a set of prosigns with their meanings.

To memorize the meanings of prosigns, you should:

1. Read each prosign and pronounce it.
2. Read the meaning of each prosign.
3. Note words in the meaning that have the same first letters as the letters used in the prosign.
4. Cover the prosign; look at the meaning; and try to recall the prosign.
5. Cover the meaning; look at the prosign; and try to recall the meaning.
6. Repeat steps 4 and 5 until you make no errors.

PRESENTATION

You are now going to memorize the prosigns and their meanings, using the steps you were given in the Introduction. The prosigns will be presented to you in small groups. After you have memorized all 27 prosigns and their meanings, you will do a Study Exercise that will help you remember their meanings. When you have finished the Study Exercise, you will do a Practice Exercise that is like the Lesson Test.

The first nine prosigns with their meanings are listed on the following page. Also listed are the shortened forms of the meanings. These forms will help you remember the full meanings of the prosigns.

Read the list carefully and the example which follows. Then use the steps you have learned to memorize all the prosigns.

<u>PROSIGN</u>	<u>SHORT FORM</u>	<u>MEANING</u>
AA	ALL AFTER	The portion of the message to which I refer is all that which comes after _____.
AB	ALL BEFORE	The portion of the message to which I refer is all that which comes before _____.
AR	END OF TRANSMISSION	This is the end of my transmission and no answer is required.
AS	WAIT	I must pause for a few seconds.
BT	LONG BREAK	I now show the separation of the text from other parts of the message.
C	CORRECT	You are correct. What you have transmitted is correct.
	CORRECTION	An error has been made in this transmission. Transmission will continue with the last word correctly transmitted.
	CORRECTION	That which follows is a corrected version in answer to your request for verification.
CFN	CONFIRMATION	The following parts of the message are confirmed.
DE	FROM	This transmission is from the station whose designator follows.
F	DO NOT ANSWER	Do not answer.

NOTE: The word "designator" used in the meaning of prosign DE means the title of the person whose message is being sent. For example, the Commander, 1st Battalion.

NOTE: The prosign C can be used in the following three ways:

If the sending operator makes an error in his/her transmission, he/she can transmit the prosign C, correction, and then immediately transmit the correct word.

If the receiving operator transmits a word and requests the sending operator to verify the word, the sending operator will transmit C, correction, if the receiving operator is wrong. The sending operator will then transmit the correct word.

If the receiving operator transmits a word and requests the sending operator to verify the word, the sending operator will transmit C, correct, if the receiving operator is correct.

EXAMPLE: AA

STEP 1: Read each prosign and pronounce it.

Read the prosign AA. Say it aloud.

STEP 2: Read the meaning of each prosign.

Read the meaning of AA. The meaning is: The portion of the message to which I refer is all that which comes after _____.

STEP 3: Note words in the meaning that have the same first letters as the letters in the prosign.

Notice in the definition of AA that two words, ALL and AFTER, have the same initial or first letters as the two letters in the prosign. This should help you remember the meaning of AA; you know that it is used in messages to refer to ALL that comes AFTER a certain word.

STEP 4: Cover the prosign; look at the meaning; and try to recall the prosign.

Take a piece of paper and cover up the prosign AA. Read the meaning and as you do, try to picture the prosign in your mind. This will help you associate the prosign with its meaning.

STEP 5: Cover the meaning; look at the prosign; and try to recall its meaning.

Now take a piece of paper and cover up the meaning of AA. Try to remember its meaning and say it silently to yourself as you look at the prosign. Can you recall it?

STEP 6: Repeat steps 4 and 5 until you make no errors.

Can you recall the prosign when you look at its meaning? Can you recall the meaning when you look at the prosign? If you have problems doing either Step 4 or Step 5, repeat them.

Now continue memorizing the rest of the prosigns using the steps you have learned.

Below are nine more prosigns and their meanings. Memorize them using the same procedure you used for the first group of nine prosigns.

<u>PROSIGN</u>	<u>SHORT FORM</u>	<u>MEANING</u>
FM	ORIGINATOR'S SIGN	The designator immediately following is the originator of the message.
G	REPEAT BACK	Repeat back.
GR	GROUP COUNT	This message contains the number of code groups that follows:
GRNC	GROUPS NOT COUNTED	The words or groups in the message were not counted.
INT	INTERROGATORY	Is the information which follows correct?
IMI	REPEAT	Repeat the transmission located as follows: I am repeating my transmission or I am repeating the portion of my transmission that follows.
INFO	INFORMATION ADDRESSEE SIGN	The addressees immediately following are addressed for information.
K	INVITATION TO TRANSMIT	This is the end of my transmission to you and a response is necessary. Go ahead and transmit.
NR	NUMBER	The number which follows is the station serial number or message number.

When you feel that you have memorized the second group of nine prosigns and their meanings, move on to the last nine prosigns and their meanings.

Below are the last nine prosigns and their meanings.

Memorize them.

<u>PROSIGN</u>	<u>SHORT FORM</u>	<u>MEANING</u>
T	TRANSMIT TO	Transmit to.
TO	ACTION ADDRESSEE SIGN	The addressee(s) immediately following is (are) addressed for action.
WA	WORD AFTER	The word of the message to which I refer is the word which comes after _____.
WB	WORD BEFORE	The word of the message to which I refer is the word which comes before _____.
XMT	EXEMPTED ADDRESSEE SIGN	The addressees immediately following are exempted from the collective call.
Z	FLASH	First precedence
O	IMMEDIATE	Second precedence
P	PRIORITY	Third precedence
R	ROUTINE	Fourth precedence

When you feel that you have memorized the last nine prosigns and their meanings, move on to the Study Exercise.

STUDY EXERCISE

Below you see seven sample messages. Read each message and then answer the questions about the message. When you have answered all of the questions, check your answers with those found in the Answers to Study Exercise. (Note that in an actual message all capital letters are used. The sample messages in this lesson contain some small letters so that the prosigns stand out.)

Message 1: Sending Operator

B6J
DE F1W32
NR 7
P 141624Z Oct 81
FM S9L16
TO G3T46
INFO P4M35
XMT B2R27
BT
Send 40 C 4 trucks to crossroad Skokie.
BT
CFN 4
K

1. What is the call sign of the information addressee?
2. What is the precedence of this message?
3. What is the call sign of the station sending the message?
4. What does the first prosign BT mean?
5. Which number was confirmed?
6. What is the call sign of the action addressee?
7. What is the number of this message?
8. What is the call sign of the exempt addressee?
9. What is the call sign of the originator of this message?
10. Which number did the operator type incorrectly?
11. What was the correct number?

A-07 SG
05C FBSEP

Message 2: Receiving Operator

FlW32
DE B6J
IMI WB to
K

1. What is the call sign of the station sending this message?
2. Which word did the operator want repeated?
3. What does the prosign K mean?

Message 3: Sending Operator

B6J
DE FlW32
IMI WB to men
K

1. What is the call sign of the station sending this message?
2. What word does the operator indicate should come before "to"?

Message 4: Receiving Operator

FlW32
DE B6J
AR

1. What is the call sign of the station sending this message?
2. What does the prosign AR mean?

Message 5: Sending Operator

FOG35
DE X8P26
NR 23
Z 282215Z Dec 81
FM S-3 3rd Bn
TO Cdr Co C
INFO S-4
XMT Cdr Co B
BT
Enemy tank platoon sighted at crossroad 324 C 334 at 2210.
BT
CFN 334 2210
K

1. Who is the information addressee?
2. What does the second prosign BT mean?
3. Who is the originator of this message?
4. Which number(s) were confirmed?
5. Which number did the operator type incorrectly?
6. What was the correct number?
7. What is the number of this message?
8. Who is exempt from this message?
9. What is the precedence of this message?
10. Who is the action addressee?
11. What is the call sign of the station sending this message?

Message 6: Receiving Operator

X8P26
DE FOG 35
INT WB 334 checkpoint
K

1. What is the call sign of the station sending this message?
2. What word is the operator questioning?
3. Where is the word he/she is questioning located?

Message 7: Sending Operator

FØG35
DE X8P26
C WB 334 crossroad
AR

1. Was the receiving operator correct or incorrect?
2. What was the correct word?
3. What is the call sign of the sending operator?

A-07 SG
05C FBSEP

ANSWERS TO STUDY EXERCISE

Message #1

1. P4M35
2. Third precedence
3. FlW32
4. Separate the text from the first part of the message.
5. 4
6. G3T46
7. 7
8. B2R27
9. S9416
10. 40
11. 4

Message #5

1. S-4
2. Separate the text from the last part of the message.
3. S-3 3rd Bn
4. 334 and 2210
5. 324
6. 334
7. 23
8. Cdr Co B
9. First precedence
10. Cdr Co C
11. X8P26

Message #2

1. B6J
2. Word before to
3. This is the end of my transmission. Go ahead and transmit.

Message #6

1. FØG35
2. checkpoint
3. word before 334

Message #3

1. FlW32
2. men

Message #7

1. incorrect
2. crossroad
3. X8P26

Message #4

1. B6J
2. This is the end of my transmission and no answer is required.

SUMMARY AND PRACTICE:

You now have memorized the meanings of 27 frequently used prosigns. Take a few minutes to review the procedure you used to do this.

To memorize the meanings of prosigns:

1. Read each prosign and pronounce it.
2. Read the meaning of each prosign.
3. Note words in the meaning that have the same first letters as the letters used in the prosign.
4. Cover the prosign; look at the meaning; and try to recall the meaning.
5. Cover the meaning; look at the prosign; and try to recall the meaning.
6. Repeat steps 4 and 5 until you make no errors.

As a final check before you do the Practice Exercise, read the prosigns and their meanings again, especially those that have given you trouble.

When you feel you are ready for the Practice Exercise, move on to the next page. The Practice Exercise has three parts, When you complete all parts, compare your answers with those found in the Answers to Practice Exercise.

When you think you are ready, ask your learning supervisor for the Lesson Test.

PRACTICE EXERCISE

Part 1

Below you see 11 prosigns and 9 meanings.

On a separate sheet of paper, write the numbers 1 through 9, one below the other. Each number stands for a meaning. Then print the PROSIGN next to its number. Two prosigns will not be used. DO NOT WRITE IN THIS STUDENT GUIDE.

Prosigns

AA	CFN	INT
AR	IMI	INFO
BT	G	NR
K	F	

Meanings

1. This is the end of my transmission and no answer is required.
2. Do not answer.
3. Is the information which follows correct?
4. The number which follows is the station serial number or message number.
5. The portion of the message to which I refer is all that which comes after _____.
6. I now show the separation of the text from other parts of the message.
7. The following parts of the message are confirmed.
8. Repeat back.
9. The addressees immediately following are addressed for information.

PRACTICE EXERCISE

Part 2

Below you see 11 prosigns and 9 meanings.

On a separate sheet of paper, write the numbers 1 through 9, one below the other. Each number stands for a meaning. Then print the PROSIGN next to its number. Two prosigns will not be used. DO NOT WRITE IN THIS STUDENT GUIDE.

Prosigns

WA	K	Z
DE	AB	GR
GRNC	C	R
AS	AR	

Meanings

1. Fourth precedence
2. The portion of the message to which I refer is all that which comes before ____.
3. I must pause for a few seconds.
4. This is the end of my transmission to you and a response is necessary. Go ahead and transmit.
5. The words or groups in this message were not counted.
6. The word or the message to which I refer is the word which came after ____.
7. First precedence
8. This message contains the number of code groups that follows:
9. You are correct. What you have transmitted is correct. An error has been made in this transmission. Transmission will continue with the last word correctly transmitted. That which follows is a corrected version in answer to your request for verification.

PRACTICE EXERCISE

Part 3

Below you see 11 prosigns and 9 meanings.

On a separate sheet of paper, write the numbers 1 through 9, one below the other. Each number stands for a meaning. Then print the PROSIGN next to its number. Two prosigns will not be used. DO NOT WRITE IN THIS STUDENT GUIDE.

Prosigns

T	XMT	FM
WB	G	IMI
P	TO	DE
AB	O	

Meanings

1. This transmission is from the station whose designator follows.
2. Repeat the transmission located as follows:
3. Transmit to _____.
4. Third precedence
5. The addressee(s) immediately following is (are) addressed for action.
6. The word of the message to which I refer is the word which comes before _____.
7. The addressees immediately following are exempted from the collective call.
8. Second precedence
9. The designator immediately following is the originator of the message.

ANSWERS TO PRACTICE EXERCISE

Part 1

1. AR
This is the end of my transmission and no answer is required.
2. F
Do not answer.
3. INT
Is the information which follows correct?
4. NR
The number which follows is the station serial number or message number.
5. AA
The portion of the message to which I refer is all that which comes after _____.
6. BT
I now show the separation of the text from other parts of the message.
7. CFN
The following parts of the message are confirmed.
8. G
Repeat back.
9. INFO
The addressees immediately following are addressed for information.

ANSWERS TO PRACTICE EXERCISE

Part 2

1. R
Fourth precedence
2. AB
The portion of the message to which I refer is all that which comes before _____.
3. AS
I must pause for a few seconds.
4. K
This is the end of my transmission to you and a response is necessary. Go ahead and transmit.
5. GRNC
The words or Groups in this message were Not Counted.
6. WA
The word of the message to which I refer is the word which comes after _____.
7. Z
First precedence
8. GR
This message contains the number of code Groups that follow:
9. C
You are correct. What you have transmitted is correct. An error has been made in this transmission. Transmission will continue with the last word correctly transmitted. That which follows is a corrected version in answer to your request for verification.

AD-A130 239

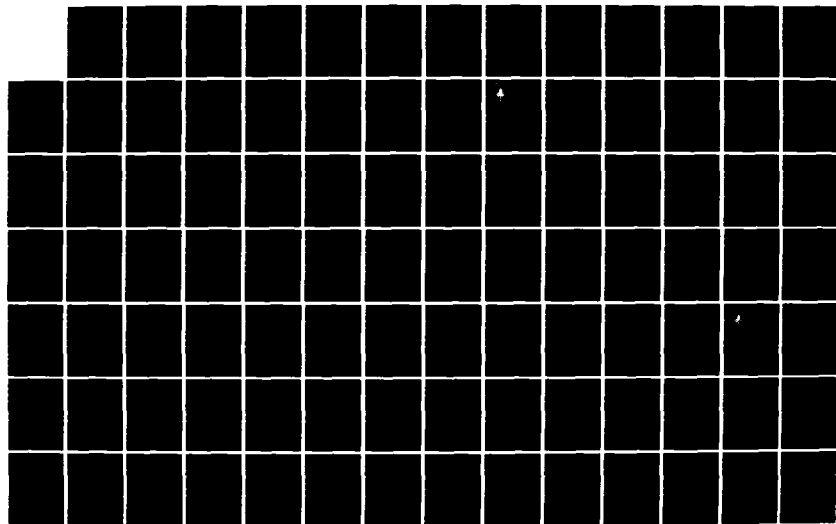
FBSEP (FUNCTIONAL BASIC SKILLS EDUCATION PROGRAM) RADIO 5/7
TELETYPE OPERATOR.. (U) PERSPECTIVE INSTRUCTIONAL
COMMUNICATIONS INC SAN DIEGO CA 30 JUL 83

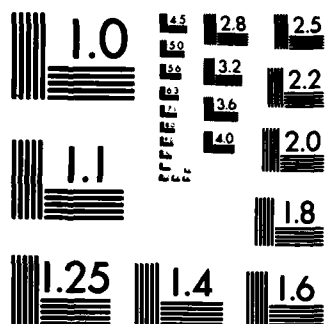
UNCLASSIFIED

DABT60-81-C-0027

F/G 5/9

NL





MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

ANSWERS TO PRACTICE EXERCISE

Part 3

1. DE
This transmission is from the station whose designator follows.
2. IMI
Repeat the transmission located as follows:
3. T
Transmit to _____.
4. P
Third precedence
5. TO
The addressee(s) immediately following is (are) addressed for action.
6. WB
The word of the message to which I refer is the word which comes before _____.
7. XMT
The addressees immediately following are exempted from the collective call.
8. O
Second precedence
9. FM
The designator immediately following is the originator of the message.

OBTAIN LESSON TEST FROM LEARNING SUPERVISOR

A-07 SG
05C FBSEP

REMEDIATION

Study the prosigns and their definitions which are found in the Presentation of this Student Guide. Then take the Remediation Exercise which appears on the next three pages.

There are three parts to the Remediation Exercise. When you complete all parts, compare your answers with those found in the Answers to Remediation Exercise.

After you have finished comparing your answers, ask your learning supervisor for the Remediation Test.

REMEDIATION EXERCISE

Part 1

Below you see 11 prosigns and 9 meanings.

On a separate sheet of paper, write the numbers 1 through 9, one below the other. Each number stands for a meaning. Then print the PROSIGN next to its number. Two prosigns will not be used. DO NOT WRITE IN THIS STUDENT GUIDE.

Prosigns

AA	CFN	INT
AR	IMI	INFO
BT	F	NR
K	G	

Meanings

1. This is the end of my transmission and no answer is required.
2. Do not answer.
3. Is the information which follows correct?
4. The number which follows is the station serial number or message number.
5. The portion of the message to which I refer is all that which comes after ____.
6. I now show the separation of the text from other parts of the message.
7. The following parts of the message are confirmed.
8. Repeat back.
9. The addressees immediately following are addressed for information.

REMEDIATION EXERCISE

Part 2

Below you see 11 prosigns and 9 meanings.

On a separate sheet of paper, write the numbers 1 through 9, one below the other. Each number stands for a meaning. Then print the PROSIGN next to its number. Two prosigns will not be used. DO NOT WRITE IN THIS STUDENT GUIDE.

Prosigns

WA	K	Z
AS	AB	GR
GRNC	C	R
DE	AR	

Meanings

1. Fourth precedence
2. The portion of the message to which I refer is all that which comes before _____.
3. I must pause for a few seconds.
4. This is the end of my transmission to you and a response is necessary. Go ahead and transmit.
5. The words or groups in this message were not counted.
6. The word of the message to which I refer is the word which comes after _____.
7. First precedence
8. This message contains the number of code groups that follows.
9. You are correct. What you have transmitted is correct. An error has been made in this transmission. Transmission will continue with the last word correctly transmitted. That which follows is a corrected version in answer to your request for verification.

REMEDIATION EXERCISE

Part 3

Below you see 11 prosigns and 9 meanings.

On a separate sheet of paper, write the numbers 1 through 9, one below the other. Each number stands for a meaning. Then print the PROSIGN next to its number. Two prosigns will not be used. DO NOT WRITE IN THIS STUDENT GUIDE.

Prosigns

T	XMT	FM
WB	G	IMI
P	TO	DE
AB	O	

Meanings

1. This transmission is from the station whose designator follows.
2. Repeat the transmission located as follows:
3. Transmit to ____.
4. Third precedence
5. The addressee(s) immediately following is (are) addressed for action.
6. The word of the message to which I refer is the word which comes before ____.
7. The addressees immediately following are exempted from the collective call.
8. Second precedence
9. The designator immediately following is the originator of the message.

ANSWERS TO REMEDIATION EXERCISE

Part 1

1. AR
This is the end of my transmission and no answer is required.
2. F
Do not answer.
3. INT
Is the information which follows correct?
4. NR
The number which follows is the station serial number or message number.
5. AA
The portion of the message to which I refer is all that which comes after _____.
6. BT
I now show the separation of the text from other parts of the message.
7. CFN
The following parts of the message are confirmed.
8. G
Repeat back.
9. INFO
The addressees immediately following are addressed for information.

ANSWERS TO REMEDIATION EXERCISE

Part 2

1. R
Fourth precedence
2. AB
The portion of the message to which I refer is all that which comes before _____.
3. AS
I must pause for a few seconds.
4. K
This is the end of my transmission to you and a response is necessary. Go ahead and transmit.
5. GRNC
The words or Groups in this message were Not Counted
6. WA
The word of the message to which I refer is the word which comes after _____.
7. Z
First precedence
8. GR
This message contains the number of code Groups that follow.
9. C
You are correct. What you have transmitted is correct. An error has been made in this transmission. Transmission will continue with the last word correctly transmitted. That which follows is a corrected version in answer to your request for verification.

ANSWERS TO REMEDIATION EXERCISE

Part 3

1. DE
This transmission is from the station whose designator follows.
2. IMI
Repeat the transmission located as follows:
3. T
Transmit to _____.
4. P
Third precedence
5. TO
The addressee(s) immediately following is (are) addressed for action.
6. WB
The word of the message to which I refer is the word which comes before _____.
7. XMT
The addressees immediately following are exempted from the collective call.
8. O
Second precedence
9. FM
The designator immediately following is the originator of the message.

OBTAIN REMEDIATION TEST FROM LEARNING SUPERVISOR

A-07 SG
05C FBSEP

ANSWER KEY FOR LESSON TEST A-07

This answer key contains the correct responses for Lesson Test A-07. Each item is worth one point. Students must get 22 out of 27 total points to pass this test.

Part 1

1. AR
2. F
3. INT
4. NR
5. AA
6. BT
7. CFN
8. G
9. INFO

Part 2

1. R
2. AB
3. AS
4. K
5. GRNC
6. WA
7. Z
8. GR
9. C

Part 3

1. DE
2. IMI
3. T
4. P
5. TO
6. WB
7. XMT
8. O
9. FM

ANSWER KEY FOR REMEDIATION TEST A-07

This answer key contains the correct responses for Remediation Test A-07. Each item is worth one point. Students must get 22 out of 27 total points to pass this test.

Part 1

1. AR
2. F
3. INT
4. NR
5. AA
6. BT
7. CFN
8. G
9. INFO

Part 2

1. R
2. AB
3. AS
4. K
5. GRNC
6. WA
7. Z
8. GR
9. C

Part 3

1. DE
2. IMI
3. T
4. P
5. TO
6. WB
7. XMT
8. O
9. FM

REMEDIATION TEST FOR A-07

You will need some paper and a pencil to do this Remediation Test. It contains 27 items. Each item tests the objective that you learned in this lesson. Each item is worth one point. You must get 22 out of 27 total points to pass this test. Write your answers on a separate sheet of paper. DO NOT WRITE ON THIS TEST.

This test has 3 parts. Do the following to prepare for the test.

1. Get a sheet of paper and in the upper right hand corner, PRINT your last name, first name, and middle initial.
2. In the center of the top line PRINT Remediation Test A-07.
3. On the next line PRINT Part 1, Part 2 and Part 3 as shown below.

YOUR NAME		
REMEDIATION TEST A-07		
<u>Part 1</u>	<u>Part 2</u>	<u>Part 3</u>

4. Now move on to the next page.

Part 1

Below you see 11 prosigns and 9 meanings.

Under Part 1 of your paper, write the numbers 1 through 9, one below the other. Each number stands for a meaning. Then print the PROSIGN next to its number. Two prosigns will not be used. DO NOT WRITE ON THIS TEST.

Prosigns

AA	CFN	INT
AR	IMI	INFO
BT	G	NR
K	F	

Meanings

1. This is the end of my transmission and no answer is required.
2. Do not answer.
3. Is the information which follows correct?
4. The number which follows is the station serial number or message number.
5. The portion of the message to which I refer is all that which comes after ____.
6. I now show the separation of the test from other parts of the message.
7. The following parts of the message are confirmed.
8. Repeat back.
9. The addressees immediately following are addressed for information.

Part 2

Below you see 11 prosigns and 9 meanings.

Under Part 2 of your paper, write the numbers 1 through 9, one below the other. Each number stands for a meaning. Then print the PROSIGN next to its number. Two prosigns will not be used. DO NOT WRITE ON THIS TEST.

Prosigns

WA	K	Z
DE	AB	GR
GRNC	C	R
AS	AR	

Meanings

1. Fourth precedence
2. The portion of the message to which I refer is all that which comes before ____.
3. I must pause for a few seconds.
4. This is the end of my transmission to you and a response is necessary. Go ahead and transmit.
5. The words or groups in this message were not counted.
6. The word of the message to which I refer is the word which comes after ____.
7. First precedence
8. This message contains the number of code groups that follows.
9. You are correct. What you have transmitted is correct. An error has been made in this transmission. Transmission will continue with the last word correctly transmitted. That which follows is a corrected version in answer to your request for verification.

Part 3

Below you see 11 prosigns and 9 meanings.

Under Part 3 of your paper, write the numbers 1 through 9, one below the other. Each number stands for a meaning. Then print the PROSIGN next to its number. Two prosigns will not be used. DO NOT WRITE ON THIS TEST.

Prosigns

T	XMT	FM
WB	G	IMI
P	TO	DE
AB	O	

Meanings

1. This transmission is from the station whose designator follows.
2. Repeat the transmission located as follows:
3. Transmit to _____.
4. Third precedence
5. The addressee(s) immediately following is (are) addressed for action.
6. The word of the message to which I refer is the word which comes before _____.
7. The addressees immediately following are exempted from the collective call.
8. Second precedence
9. The designator immediately following is the originator of the message.

LESSON TEST FOR A-07

You will need some paper and a pencil to do this Lesson Test. It contains 27 items. Each item tests the objective that you learned in this lesson. Each item is worth one point. You must get 22 out of 27 total points to pass this test. Write your answers on a separate sheet of paper. DO NOT WRITE ON THIS TEST.

This test has 3 parts. Do the following to prepare for the test.

1. Get a sheet of paper and in the upper right hand corner, PRINT your last name, first name, and middle initial.
2. In the center of the top line PRINT Lesson Test, A-07,
3. On the next line PRINT Part 1, Part 2, and Part 3 as shown below.

YOUR NAME		
LESSON TEST A-07		
<u>Part 1</u>	<u>Part 2</u>	<u>Part 3</u>

4. Now move on to the next page.

Part 1

Below you see 11 prosigns and 9 meanings.

Under Part 1 of your paper, write the numbers 1 through 9, one below the other. Each number stands for a meaning. Then print the PROSIGN next to its number. Two prosigns will not be used. DO NOT WRITE ON THIS TEST.

Prosigns

AA	CFN	INT
AR	IMI	INFO
BT	G	NR
K	F	

Meanings

1. This is the end of my transmission and no answer is required.
2. Do not answer.
3. Is the information which follows correct?
4. The number which follows is the station serial number or message number.
5. The portion of the message to which I refer is all that which comes after ____.
6. I now show the separation of the text from other parts of the message.
7. The following parts of the message are confirmed.
8. Repeat back.
9. The addressees immediately following are addressed for information.

A-07 LT
05C FBSEP

Part 2

Below you see 11 prosigns and 9 meanings.

Under Part 2 of your paper, write the numbers 1 through 9, one below the other. Each number stands for a meaning. Then print the PROSIGN next to its number. Two prosigns will not be used. DO NOT WRITE ON THIS TEST.

Prosigns

WA	K	Z
DE	AB	GR
GRNC	C	R
AS	AR	

Meanings

1. Fourth precedence
2. The portion of the message to which I refer is all that which comes before ____.
3. I must pause for a few seconds.
4. This is the end of my transmission to you and a response is necessary. Go ahead and transmit.
5. The words or groups in this message were not counted.
6. The word of the message to which I refer is the word which comes after ____.
7. First precedence
8. This message contains the number of code groups that follows.
9. You are correct. What you have transmitted is correct. An error has been made in this transmission. Transmission will continue with the last word correctly transmitted. That which follows is a corrected version in answer to your request for verification.

Part 3

Below you see 11 prosigns and 9 meanings.

Under Part 3 of your paper, write the numbers 1 through 9, one below the other. Each number stands for a meaning. Then print the PROSIGN next to its number. Two prosigns will not be used. DO NOT WRITE ON THIS TEST.

Prosigns

T	XMT	FM
WB	G	IMI
P	TO	DE
AB	O	

Meanings

1. This transmission is from the station whose designator follows.
2. Repeat the transmission located as follows:
3. Transmit to ____.
4. Third precedence
5. The addressee(s) immediately following is (are) addressed for action.
6. The word of the message to which I refer is the word which comes before ____.
7. The addressees immediately following are exempted from the collective call.
8. Second precedence
9. The designator immediately following is the originator of the message.



FBSEP

RADIO TELETYPE OPERATOR

MOS 05C10

STUDENT GUIDE

05C FBSEP LESSON A-08

**IDENTIFYING RELATIONSHIPS BETWEEN
PROWORDS AND PROSIGNS**

PREREQUISITE: None

MATERIALS REQUIRED: None

TYPE OF LESSON: Self paced

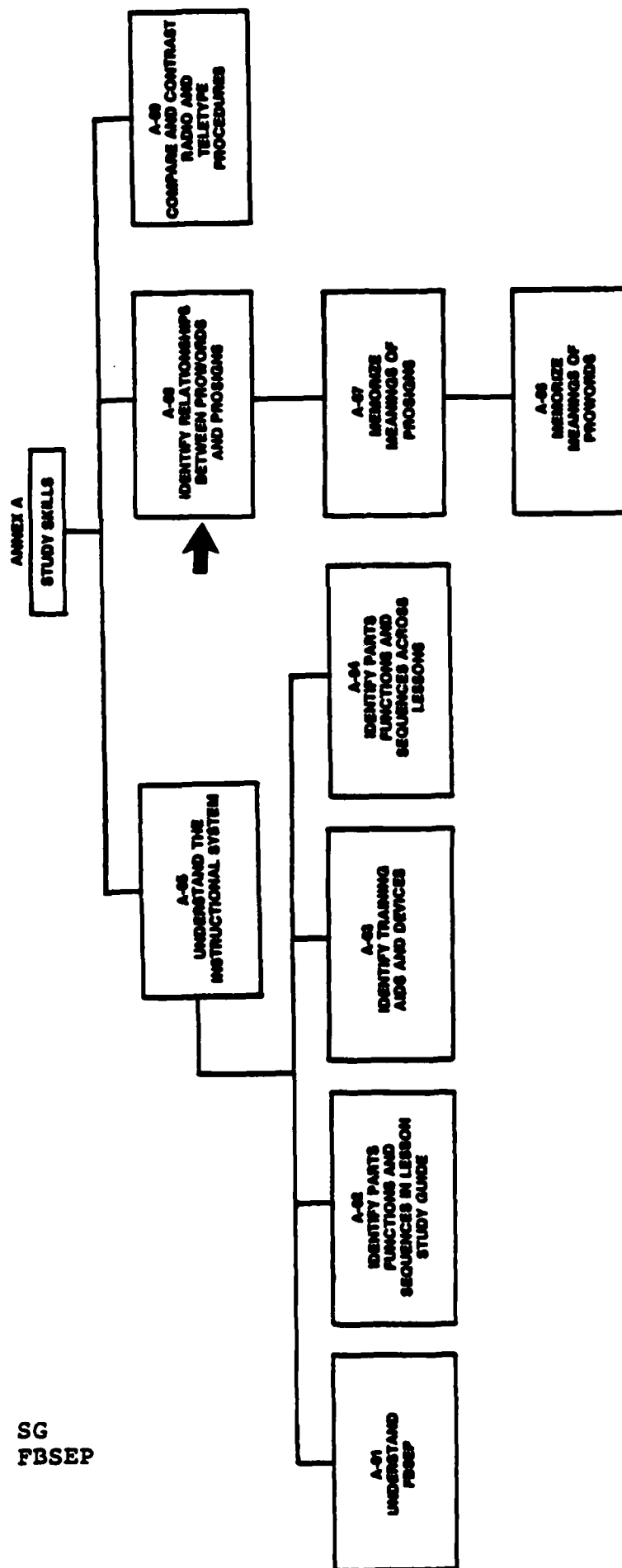
STUDENT GUIDE
05C FBSEP LESSON A-08
IDENTIFYING RELATIONSHIPS BETWEEN
PROWORDS AND PROSIGNS

INTRODUCTION

As a radio teletype operator you will be using both prowords and prosigns, prowords when you use a radio and prosigns when you use a radio teletypewriter. The formats of radio and of radio teletype messages are very similar. The meanings of prowords and prosigns used in these messages are also very similar.

In this lesson you will learn which prowords and prosigns have the same meaning.

The Annex Map on the next page shows you where this lesson fits in with the other lessons in the annex. The arrow points to Lesson A-08.



A-08 SG
05C FBSEP

OBJECTIVE: When you finish this lesson, you will be able to match a proword with a prosign which has the same meaning.

To memorize the relationship between prowords and prosigns, you should:

1. Read the proword and matching prosign and pronounce them.
2. Look for initial letters in the proword that are the same as the letters in the prosign.
3. Cover the proword; look at the prosign; and try to recall the proword.
4. Cover the prosign; look at the proword; and try to recall the prosign.
5. Repeat steps 3 and 4 until you make no errors.

PRESENTATION

You are now going to memorize prowords and prosigns that have similar meanings. You will use the steps you were given in the Introduction. The prowords and prosigns will be presented to you in small groups. After you have memorized them, you will do a Study Exercise that will help you remember their meanings. When you have finished the Study Exercise, you will do a Practice Exercise that is like the Lesson Test.

Below are listed the first group of prowords and prosigns. Read them and the example which follows. Then use the steps you have learned to memorize all the prowords and prosigns.

PROWORDS

ALL AFTER
ALL BEFORE
OUT
WAIT
BREAK
CORRECT
CORRECTION
THIS IS

PROSIGNS

AA
AB
AR
AS
BT
C
DE

NOTE: The prosign C has two matching prowords, CORRECT and CORRECTION.

EXAMPLE: ALL AFTER (Proword); AA (Prosign)

STEP 1: Read the proword and matching prosign and pronounce them.

Read the proword ALL AFTER and the prosign AA.

STEP 2: Look for initial letters in the proword that are the same as the letters in the prosign.

Look at the proword ALL AFTER. The initial letter of each word is A. The prosign is AA. This should help you remember that the prosign with the same meaning as the proword ALL AFTER is AA.

STEP 3: Cover the proword; look at the prosign; and try to recall the proword.

Take a piece of paper and cover up the proword ALL AFTER. Read the prosign AA and, as you do it, try to picture the proword in your mind. This will help you associate the prosign with the proword.

STEP 4: Cover the prosign; look at the proword; and try to recall the prosign.

Now take a piece of paper and cover up the prosign AA. Try to remember the prosign as you look at the proword and say it silently to yourself. Can you recall it?

STEP 5: Repeat Steps 3 and 4 until you make no errors.

Can you recall the proword when you look at the prosign? Can you recall the prosign when you look at the proword? If you have problems doing Step 3 and/or Step 4, repeat them.

Now continue memorizing the rest of the prowords and prosigns using the steps you have learned. Below are seven more prosigns and their corresponding prowords. Memorize them as you did the first group.

<u>PROWORDS</u>	<u>PROSIGNS</u>
FROM	FM
GROUPS	GR
SAY AGAIN I SAY AGAIN	IMI
INFO	INFO
INTERROGATIVE	INT
OVER	K
NUMBER	NR

NOTE: The prosign IMI has two matching prowords, SAY AGAIN and I SAY AGAIN.

Below are the last group of eight prosigns and their corresponding prowords. Memorize them.

<u>PROWORDS</u>	<u>PROSIGNS</u>
IMMEDIATE	O
PRIORITY	P
ROUTINE	R
TO	TO
WORD AFTER	WA
WORD BEFORE	WB
EXEMPT	XMT
FLASH	Z

Now that you have memorized the prowords and their matching prosigns, move on to the Study Exercise on the next page. It shows some sample messages and asks you some questions about the prowords and prosigns used in the messages.

STUDY EXERCISE

On the following pages, you will see seven messages, each followed by a group of questions. Each message is presented twice, once as it would be sent in radio operations and once as it would be sent in radio teletype operations. Each message uses the prowords and prosigns you memorized in earlier lessons.

Read each message and then answer the questions which follow. When you have answered all of the questions, compare your answers with those found in the Answers to Study Exercise.

Message 1

Radio Operations	Radio Teletype Operations
<p>Sending Operator</p> <p>Y3H21 THIS IS Q4E69 MESSAGE NUMBER 7 IMMEDIATE TIME 100830Z Jan 82 FROM B5T17 TO V8U24 INFO A3M39 EXEMPT H6B52 BREAK Plan Tokay has been changed. Troops will move to Dixie at 1400 hours. BREAK OVER</p>	<p>Sending Operator</p> <p>Y3H21 DE Q4E69</p> <p>NR 7 O 100830Z Jan 82</p> <p>FM Cdr 1st Bn TO S-2 INFO Cdr Co A XMT Cdr HHC Co BT Plan Tokay has been changed. Troops will move to Dixie at 1400 hours. BT K</p>

1. What are the job and unit of the originator of the message?
2. What are the job and unit of the exempt addressee?
3. What is the call sign of the station sending the message?
4. What are the job and unit of the information addressee?
5. What is the number of this message?
6. What is the call sign of the information addressee?
7. What is the call sign of the originator of the message?
8. What is the precedence of this message?
9. What is the job of the action addressee?
10. What is the call sign of the action addressee?
11. What is the call sign of the exempt addressee?
12. What is the call sign of the Commander, 1st Battalion?
13. What are the title and unit of the person whose call sign is A3M39?

Message 2

Radio Operations	Radio teletype Operations
Receiving Operator Q4E69 THIS IS Y3H21 SAY AGAIN ALL BEFORE from OVER	Receiving Operator Q4E69 DE Y3H21 IMI AB FM K

1. What is the call sign of the station sending this message?
2. What is the receiving operator asking the sending operator to do?
3. What does the prosign IMI mean?
4. What does the prosign DE mean?

Message 3

Radio Operations	Radio teletype Operations
Sending Operator Y3H21 THIS IS Q4E69 I SAY AGAIN ALL BEFORE from MESSAGE NUMBER 7 IMMEDIATE TIME 100830Z Jan 82 OVER	Sending Operator Y3H21 DE Q4E69 IMI AB FM NR 7 0 100830Z Jan 82 K

1. What two prowords used by the radio operator have no matching prosigns that a radio teletype operator can use?
2. What does the prosign NR mean?
3. What does the prosign AB mean?
4. What does the prosign O mean?

Message 4

Radio Operation	Radio teletype Operation
Receiving Operator Q4E69 THIS IS Y3H21 INTERROGATIVE WORD BEFORE at Dixie OVER	Receiving Operator Q4E69 DE Y3H21 INT WB at Dixie K

1. What is the call sign of the station which is being called?
2. What is the call sign of the station doing the calling?
3. Where is the location of the word being questioned?
4. What word is being questioned?
5. What does the proword INTERROGATIVE mean?

Message 5

Radio Operation	Radio teletype Operation
Sending Operator Y3H21 THIS IS Q4E69 CORRECT OVER	Sending Operator Y3H21 DE Q4E69. C K

1. What is the call sign of the station which is being called?
2. What is the call sign of the station doing the calling?
3. Was the receiving operator correct or incorrect?
4. What does the prosign C mean?

Message 6

Radio Operation	Radio teletype Operation
<p>Receiving Operator</p> <p>Q4E69 THIS IS Y3H21 INTERROGATIVE WORD AFTER at 1300 OVER</p>	<p>Receiving Operator</p> <p>Q4E69 DE Y3H21 INT WORD AFTER at 1300 K</p>

1. Where is the location of the word being questioned?
2. What word is being questioned?

Message 7

Radio Operation	Radio teletype Operation
<p>Sending Operator</p> <p>Y3H21 THIS IS Q4E69 CORRECTION WORD AFTER at 1400 OUT</p>	<p>Sending Operator</p> <p>Y3H21 DE Q4E69 C WA at 1400 AR</p>

1. Was the receiving operator correct or incorrect?
2. When does the prosign C mean "correct"?
3. When does the prosign C mean "what follows is the correct version"?

ANSWERS TO STUDY EXERCISE

Message 1

1. Cdr 1st Bn
2. Cdr HHC Co
3. Q4E69
4. Cdr Co A
5. 7
6. A3M39
7. B5T17
8. IMMEDIATE or second precedence
9. S-2
10. V8U24
11. H6B52
12. B5T17
13. Cdr Co A

Message 2

1. Y3H21
2. Repeat all before the word "from"
3. Repeat or I repeat
SAY AGAIN or I SAY AGAIN
4. THIS IS

Message 3

1. TIME and MESSAGE
2. NUMBER; Station serial number follows
3. ALL BEFORE
4. IMMEDIATE or second precedence

Message 4

1. Q4E69
2. Y3H21
3. before "at "
4. "Dixie"
5. Is what follows correct?

Message 5

1. Y3H21
2. Q4E69
3. correct
4. CORRECT or you are correct

Message 6

1. after "at"
2. 1300

Message 7

1. incorrect
2. when the questioning operator is correct
3. when the questioning operator is incorrect

SUMMARY AND PRACTICE

You now have memorized the relationship between prowords and prosigns. Take a few minutes to review the procedure you used to do this.

To memorize the relationship between prowords and prosigns:

1. Read the proword and matching prosign and pronounce them.
2. Look for initial letters in the proword that are the same as the letters in the prosign.
3. Cover the proword; look at the prosign; and try to recall the proword.
4. Cover the prosign; look at the proword; and try to recall the prosign.
5. Repeat steps 3 and 4 until you make no errors.

As a final check before you do the Practice Exercise, read the prowords and prosigns again, especially those that have given you trouble.

When you feel you are ready for the Practice Exercise, move on to the next page. The Practice Exercise has four parts. When you complete all parts, compare your answers with those found in the Answers to Practice Exercise.

When you think you are ready, ask your learning supervisor for the Lesson Test.

PRACTICE EXERCISE

Part 1

Below you see 12 PROWORDS and 14 PROSIGNS.

On a separate sheet of paper, print the PROWORDS, one below the other. Then print the PROSIGN next to the PROWORD which has the same meaning. Two PROSIGNS will not be used. DO NOT WRITE IN THIS STUDENT GUIDE.

<u>Prowords</u>	<u>Prosigns</u>
1. SAY AGAIN	AA
2. WORD BEFORE	INT
3. GROUPS	CFN
4. CORRECTION	NR
5. NUMBER	DE
6. ALL AFTER	Z
7. OVER	GR
8. PRIORITY	C
9. FROM	IMI
10. INTERROGATIVE	O
11. THIS IS	P
12. IMMEDIATE	WB
	K
	FM

PRACTICE EXERCISE

Part 2

Below you see 12 PROSIGNS and 14 PROWORDS.

On a separate sheet of paper, print the PROSIGNS, one below the other. Then print the PROWORD next to the PROSIGN which has the same meaning. Two PROWORDS will not be used. DO NOT WRITE IN THIS STUDENT GUIDE.

<u>Prosigns</u>	<u>Prowords</u>
1. C	SAY AGAIN
2. INT	ROUTINE
3. K	INTERROGATIVE
4. O	THIS IS
5. AA	WORDS TWICE
6. DE	WORD BEFORE
7. NR	GROUPS
8. IMI	ALL AFTER
9. P	OVER
10. WB	FROM
11. FM	PRIORITY
12. GR	NUMBER
	IMMEDIATE
	CORRECTION

PRACTICE EXERCISE

Part 3

Below you see 12 PROWORDS and 14 PROSIGNS.

On a separate sheet of paper, print the PROWORDS, one below the other. Then print the PROSIGN next to the PROWORD which has the same meaning. Two PROSIGNS will not be used. DO NOT WRITE IN THIS STUDENT GUIDE

<u>Prowords</u>	<u>Prosigns</u>
1. BREAK	R
2. FLASH	TO
3. I SAY AGAIN	WA
4. EXEMPT	GRNC
5. TO	AB
6. CORRECT	AS
7. WORD AFTER	O
8. INFO	IMI
9. ALL BEFORE	BT
10. ROUTINE	Z
11. OUT	C
12. WAIT	XMT
	AR
	INFO

PRACTICE EXERCISE

Part 4

Below you see 12 PROSIGNS and 14 PROWORDS.

On a separate sheet of paper, print the PROSIGNS, one below the other. Then print the PROWORD next to the PROSIGN which has the same meaning. Two PROWORDS will not be used. DO NOT WRITE IN THIS STUDENT GUIDE.

<u>Prosigns</u>	<u>Prowords</u>
1. XMT	WAIT
2. IMI	EXEMPT
3. R	BREAK
4. AB	NUMBER
5. Z	ROUTINE
6. AS	CORRECT
7. BT	FLASH
8. INFO	I SPELL
9. TO	I SAY AGAIN
10. C	WORD AFTER
11. WA	TO
12. AR	ALL BEFORE
	INFO
	OUT

ANSWERS TO PRACTICE EXERCISE

Part 1

1. SAY AGAIN = IMI
2. WORD BEFORE = WB
3. GROUPS = GR
4. CORRECTION = C
5. NUMBER = NR
6. ALL AFTER = AA
7. OVER = K
8. PRIORITY = P
9. FROM = DE
10. INTERROGATIVE = INT
11. THIS IS = DE
12. IMMEDIATE = O

Part 2

1. C = CORRECTION
2. INT = INTERROGATIVE
3. K = OVER
4. O = IMMEDIATE
5. AA = ALL AFTER
6. DE = THIS
7. NR = NUMBER
8. IMI = SAY AGAIN
9. P = PRIORITY
10. WB = WORD BEFORE
11. FR = FROM
12. GR = GROUPS

ANSWERS TO PRACTICE EXERCISE

Part 3

1. BREAK = BT
2. FLASH = Z
3. I SAY AGAIN = IMI
4. EXEMPT = XMT
5. TO = TO
6. CORRECT = C
7. WORD AFTER = WA
8. INFO = INFO
9. ALL BEFORE = AB
10. ROUTINE = R
11. OUT = AR
12. WAIT = AS

Part 4

1. XMT = EXEMPT
2. IMI = I SAY AGAIN
3. R = ROUTINE
4. AB = ALL BEFORE
5. Z = FLASH
6. AS = WAIT
7. BT = BREAK
8. INFO = INFO
9. TO = TO
10. C = CORRECT
11. WA = WORD AFTER
12. AR = OUT

OBTAIN LESSON TEST FROM LEARNING SUPERVISOR

A-08 SG
05C FBSEP

REMEDIATION

Study the prowords and prosigns which are found in the Presentation of this Student Guide. Then do the Remediation Exercise which appears on the next four pages.

There are four parts to the Remediation Exercise. When you complete all parts, compare your answers with those found in the Answers to Remediation Exercise.

After you have finished comparing your answers with those in the Answers to Remediation Exercise, ask your learning supervisor for the Remediation Test.

REMEDIATION EXERCISE

Part 1

Below you see 12 PROWORDS and 14 PROSIGNS.

On a separate sheet of paper, print the PROWORDS, one below the other. Then print the PROSIGN next to the PROWORD which has the same meaning. Two PROSIGNS will not be used. DO NOT WRITE IN THIS STUDENT GUIDE.

<u>Prowords</u>	<u>Prosigns</u>
1. SAY AGAIN	C
2. WORD BEFORE	Z
3. GROUPS	GR
4. CORRECTION	NR
5. NUMBER	CFN
6. ALL AFTER	P
7. OVER	AA
8. PRIORITY	K
9. FROM	IMI
10. INTERROGATIVE	O
11. THIS IS	DE
12. IMMEDIATE	INT
	FM
	WB

REMEDIATION EXERCISE

Part 2

Below you see 12 PROSIGNS and 14 PROWORDS.

On a separate sheet of paper, print the PROSIGNS, one below the other. Then print the PROWORD next to the PROSIGN which has the same meaning. Two PROWORDS will not be used. DO NOT WRITE IN THIS STUDENT GUIDE.

<u>Prosigns</u>	<u>Prowords</u>
1. C	THIS IS
2. INT	OVER
3. K	GROUPS
4. O	ROUTINE
5. AA	FROM
6. DE	ALL AFTER
7. NR	WORDS TWICE
8. IMI	SAY AGAIN
9. P	NUMBER
10. WB	PRIORITY
11. FM	WORD BEFORE
12. GR	IMMEDIATE
	CORRECTION
	INTERROGATIVE

REMEDIATION EXERCISE

Part 3

Below you see 12 PROWORDS and 14 PROSIGNS.

On a separate sheet of paper, print the PROWORDS, one below the other. Then print the PROSIGN next to the PROWORD which has the same meaning. Two PROSIGNS will not be used. DO NOT WRITE IN THIS STUDENT GUIDE.

<u>Prowords</u>	<u>Prosigns</u>
1. BREAK	R
2. FLASH	BT
3. I SAY AGAIN	TO
4. EXEMPT	GRNC
5. TO	C
6. CORRECT	O
7. WORD AFTER	Z
8. INFO	WA
9. ALL BEFORE	IMI
10. ROUTINE	AS
11. OUT	AB
12. WAIT	XMT
	AR
	INFO

REMEDIATION EXERCISE

Part 4

Below you see 12 PROSIGNS and 14 PROWORDS.

On a separate sheet of paper, print the PROSIGNS, one below the other. Then print the PROWORD next to the PROSIGN which has the same meaning. Two PROWORDS will not be used. DO NOT WRITE IN THIS STUDENT GUIDE.

<u>Prosigns</u>	<u>Prowords</u>
1. XMT	WAIT
2. IMI	ROUTINE
3. R	I SAY AGAIN
4. AB	TO
5. Z	I SPELL
6. AS	EXEMPT
7. BT	CORRECT
8. INFO	WORD AFTER
9. TO	NUMBER
10. C	ALL BEFORE
11. WA	INFO
12. AR	OUT
	FLASH
	BREAK

ANSWERS TO REMEDIATION EXERCISE

Part 1

1. SAY AGAIN = IMI
2. WORD BEFORE = WB
3. GROUPS = GR
4. CORRECTION = C
5. NUMBER = NR
6. ALL AFTER = AA
7. OVER = K
8. PRIORITY = P
9. FROM = DE
10. INTERROGATIVE = INT
11. THIS IS = DE
12. IMMEDIATE = O

Part 2

1. C = CORRECTION
2. INT = INTERROGATIVE
3. K = OVER
4. O = IMMEDIATE
5. AA = ALL AFTER
6. DE = THIS
7. NR = NUMBER
8. IMI = SAY AGAIN
9. P = PRIORITY
10. WB = WORD BEFORE
11. FR = FROM
12. GR = GROUPS

ANSWERS TO REMEDIATION EXERCISE

Part 3

1. BREAK = BT
2. FLASH = Z
3. I SAY AGAIN = IMI
4. EXEMPT = XMT
5. TO = TO
6. CORRECT = C
7. WORD AFTER = WA
8. INFO = INFO
9. ALL BEFORE = AB
10. ROUTINE = R
11. OUT = AR
12. WAIT = AS

Part 4

1. XMT = EXEMPT
2. IMI = I SAY AGAIN
3. R = ROUTINE
4. AB = ALL BEFORE
5. Z = FLASH
6. AS = WAIT
7. BT = BREAK
8. INFO = INFO
9. TO = TO
10. C = CORRECT
11. WA = WORD AFTER
12. AR = OUT

OBTAIN REMEDIATION TEST FROM LEARNING SUPERVISOR

A-08 SG
05C FBSEP

LESSON TEST FOR A-08

You will need some paper and a pencil to do this Lesson Test. It contains 48 items. Each item tests the objective that you learned in this lesson. Each item is worth one point. You must get 39 out of 48 total points to pass this test. Write your answers on a separate sheet of paper. DO NOT WRITE ON THIS SHEET.

This test has 4 parts. Do the following to prepare for the test.

1. Get a sheet of paper and in the upper right hand corner, PRINT your last name, first name, and middle initial.
2. In the center of the top line PRINT Lesson Test, A-08.
3. On the next line PRINT Part 1 and Part 2 as shown below.
4. Turn the paper over and on the top line of the back side, PRINT Part 3 and Part 4 as shown below.

(FRONT)	
YOUR NAME	
LESSON TEST A-08	
<u>Part 1</u>	<u>Part 2</u>

(BACK)	
<u>Part 3</u>	<u>Part 4</u>

5. Now move on to the next page.

Part 1

Below you see 12 PROWORDS and 14 PROSIGNS.

Under Part 1 of your paper, print the PROWORDS, one below the other. Then print the PROSIGN next to the PROWORD which has the same meaning. Two PROSIGNS will not be used.

<u>Prowords</u>	<u>Prosigns</u>
1. SAY AGAIN	C
2. WORD BEFORE	IMI
3. GROUPS	GR
4. CORRECTION	O
5. NUMBER	CFN
6. ALL AFTER	NR
7. OVER	DE
8. PRIORITY	AA
9. FROM	INT
10. INTERROGATIVE	Z
11. THIS IS	P
12. IMMEDIATE	FM
	K
	WB

Part 2

Below you see 12 PROSIGNS and 14 PROWORDS.

Under Part 2 of your paper, print the PROSIGNS, one below the other. Then print the PROWORD next to the PROSIGN which has the same meaning. Two PROWORDS will not be used.

<u>Prosigns</u>	<u>Prowords</u>
1. C	GROUPS
2. INT	OVER
3. K	THIS IS
4. O	FROM
5. AA	ALL AFTER
6. DE	SAY AGAIN
7. NR	NUMBER
8. IMI	ROUTINE
9. P	PRIORITY
10. WB	WORDS TWICE
11. FM	IMMEDIATE
12. GR	WORD BEFORE
	CORRECTION
	INTERROGATIVE

Part 3

Below you see 12 PROWORDS and 14 PROSIGNS.

Under Part 3 of your paper, print the PROWORDS, one below the other. Then print the PROSIGN next to the PROWORD which has the same meaning. Two PROSIGNS will not be used.

<u>Prowords</u>	<u>Prosigns</u>
1. BREAK	R
2. FLASH	TO
3. I SAY AGAIN	GRNC
4. EXEMPT	WA
5. TO	AB
6. CORRECT	O
7. WORD AFTER	BT
8. INFO	C
9. ALL BEFORE	Z
10. ROUTINE	AS
11. OUT	IMI
12. WAIT	XMT
	AR
	INFO

Part 4

Below you see 12 PROSIGNS and 14 PROWORDS

Under Part 4 of your paper, print the PROSIGNS, one below the other. Then print the PROWORD next to the PROSIGN which has the same meaning. Two PROWORDS will not be used.

Prosigns

1. XMT
2. IMI
3. R
4. AB
5. Z
6. AS
7. BT
8. INFO
9. TO
10. C
11. WA
12. AR

Prowords

- ALL BEFORE
OUT
BREAK
FLASH
NUMBER
INFO
I SPELL
WORD AFTER
EXEMPT
WAIT
CORRECT
ROUTINE
I SAY AGAIN
TO

REMEDIATION TEST FOR A-08

You will need some paper and a pencil to do this Remediation Test. It contains 48 items. Each item tests the objective that you learned in this lesson. Each item is worth one point. You must get 39 out of 48 total points to pass this test. Write your answers on a separate sheet of paper. DO NOT WRITE ON THIS SHEET.

This test has 4 parts. Do the following to prepare for the test.

1. Get a sheet of paper and in the upper right hand corner, PRINT your last name, first name, and middle initial.
2. In the center of the top line PRINT Remediation Test, A-08.
3. On the next line PRINT Part 1 and Part 2 as shown below.
4. Turn the paper over and on the top line of the back side, PRINT Part 3 and Part 4 as shown below.

(FRONT)	
YOUR NAME	
REMEDIATION TEST A-08	
<u>Part 1</u>	<u>Part 2</u>

(BACK)	
<u>Part 3</u>	<u>Part 4</u>

5. Now move on to the next page.

Part 1

Below you see 12 PROWORDS and 14 PROSIGNS.

Under Part 1 of your paper, print the PROWORDS, one below the other. Then print the PROSIGN next to the PROWORD which has the same meaning. Two PROSIGNS will not be used.

<u>Prowords</u>	<u>Prosigns</u>
1. SAY AGAIN	NR
2. WORD BEFORE	GR
3. GROUPS	C
4. CORRECTION	IMI
5. NUMBER	O
6. ALL AFTER	DE
7. OVER	CFN
8. PRIORITY	AA
9. FROM	P
10. INTERROGATIVE	Z
11. THIS IS	K
12. IMMEDIATE	INT
	FM
	WB

Part 2

Below you see 12 PROSIGNS and 14 PROWORDS.

Under Part 2 of your paper, print the PROSIGNS, one below the other. Then print the PROWORD next to the PROSIGN which has the same meaning. Two PROWORDS will not be used.

<u>Prosigns</u>	<u>Prowords</u>
1. C	IMMEDIATE
2. INT	GROUPS
3. K	WORDS TWICE
4. O	FROM
5. AA	NUMBER
6. DE	OVER
7. NR	ROUTINE
8. IMI	CORRECTION
9. P	ALL AFTER
10. WB	PRIORITY
11. FM	THIS IS
12. GR	INTERROGATIVE
	SAY AGAIN
	WORD BEFORE

Part 3

Below you see 12 PROWORDS and 14 PROSIGNS.

Under Part 3 of your paper, print the PROWORDS, one below the other. Then print the PROSIGN next to the PROWORD which has the same meaning. Two PROSIGNS will not be used.

<u>Prowords</u>	<u>Prosigns</u>
1. BREAK	R
2. FLASH	TO
3. I SAY AGAIN	GRNC
4. EXEMPT	WA
5. TO	AB
6. CORRECT	O
7. WORD AFTER	IMI
8. INFO	AS
9. ALL BEFORE	INFO
10. ROUTINE	C
11. OUT	BT
12. WAIT	Z
	XMT
	AR

Part 4

Below you see 12 PROSIGNS and 14 PROWORDS.

Under Part 4 of your paper, print the PROSIGNS, one below the other. Then print the PROWORD next to the PROSIGN which has the same meaning. Two PROWORDS will not be used.

<u>Prosigns</u>	<u>Prowords</u>
1. XMT	OUT
2. IMI	I SPELL
3. R	TO
4. AB	INFO
5. Z	I SAY AGAIN
6. AS	WAIT
7. BT	EXEMPT
8. INFO	BREAK
9. TO	ROUTINE
10. C	FLASH
11. WA	CORRECT
12. AR	WORD AFTER
	ALL BEFORE
	NUMBER

ANSWER KEY FOR LESSON TEST A-08

This answer key contains the correct responses for Lesson Test A-08. Each question is worth one point. Students must get 39 out of 48 total points to pass this test.

Part 1

1. SAY AGAIN = IMI
2. WORD BEFORE = WB
3. GROUPS = GR
4. CORRECTION = C
5. NUMBER = NR
6. ALL AFTER = AA
7. OVER = K
8. PRIORITY = P
9. FROM = DE
10. INTERROGATIVE = INT
11. THIS IS = DE
12. IMMEDIATE = O

Part 2

1. C = CORRECTION
2. INT = INTERROGATIVE
3. K = OVER
4. O = IMMEDIATE
5. AA = ALL AFTER
6. DE = THIS IS
7. NR = NUMBER
8. IMI = SAY AGAIN
9. P = PRIORITY
10. WB = WORD BEFORE
11. FR = FROM
12. GR = GROUPS

Part 3

1. BREAK = BT
2. FLASH = Z
3. I SAY AGAIN = IMI
4. EXEMPT = XMT
5. TO = TO
6. CORRECT = C
7. WORD AFTER = WA
8. INFO = INFO
9. ALL BEFORE = AB
10. ROUTINE = R
11. OUT = AR
12. WAIT = AS

Part 4

1. XMT = EXEMPT
2. IMI = I SAY AGAIN
3. R = ROUTINE
4. AB = ALL BEFORE
5. Z = FLASH
6. AS = WAIT
7. BT = BREAK
8. INFO = INFO
9. TO = TO
10. C = CORRECT
11. WA = WORD AFTER
12. AR = OUT

ANSWER KEY FOR REMEDIATION TEST A-08

This answer key contains the correct responses for Remediation Test A-08. Each question is worth one point. Students must get 39 out of 48 total points to pass this test.

Part 1

1. SAY AGAIN = IMI
2. WORD BEFORE = WB
3. GROUPS = GR
4. CORRECTION = C
5. NUMBER = NR
6. ALL AFTER = AA
7. OVER = K
8. PRIORITY = P
9. FROM = DE
10. INTERROGATIVE = INT
11. THIS IS = DE
12. IMMEDIATE = O

Part 2

1. C = CORRECTION
2. INT = INTERROGATIVE
3. K = OVER
4. O = IMMEDIATE
5. AA = ALL AFTER
6. DE = THIS IS
7. NR = NUMBER
8. IMI = SAY AGAIN
9. P = PRIORITY
10. WB = WORD BEFORE
11. FR = FROM
12. GR = GROUPS

ANSWER KEY FOR REMEDIATION TEST A-08

This answer key contains the correct responses for Remediation Test A-08. Each question is worth one point. Students must get 39 out of 48 total points to pass this test.

Part 3

1. BREAK = BT
2. FLASH = Z
3. I SAY AGAIN = IMI
4. EXEMPT = XMT
5. TO = TO
6. CORRECT = C
7. WORD AFTER = WA
8. INFO = INFO
9. ALL BEFORE = AB
10. ROUTINE = R
11. OUT = AR
12. WAIT = AS

Part 4

1. XMT = EXEMPT
2. IMI = I SAY AGAIN
3. R = ROUTINE
4. AB = ALL BEFORE
5. Z = FLASH
6. AS = WAIT
7. BT = BREAK
8. INFO = INFO
9. TO = TO
10. C = CORRECT
11. WA = WORD AFTER
12. AR = OUT



FBSEP

RADIO TELETYPE OPERATOR

MOS 05C10

LEARNING SUPERVISOR GUIDE

05C FBSEP LESSON A-09

**COMPARING AND CONTRASTING RADIO
AND TELETYPE PROCEDURES**

PREREQUISITE: None

**MATERIALS REQUIRED: 49 Overhead Transparencies and five
Posters**

TYPE OF LESSON: Group paced

LEARNING SUPERVISOR GUIDE

05C FBSEP LESSON A-09

COMPARING AND CONTRASTING RADIO
AND TELETYPE PROCEDURES

Section 1: Introduction

1. Study Skills for 05C FBSEP Course

Show Transparency 1 (Annex A Map).

Explain the following:

Map shows four lessons concerned with radio and teletype procedures.

Lesson A-06 deals with prowords used in radio message procedure.

Lesson A-07 deals with prosigns used in teletype message procedure.

Lesson A-08 deals with the relationship between prowords and prosigns.

The arrow on the map points to this lesson, A-09.

Lesson A-09, this lesson, shows how prowords and prosigns are used in messages, and describes similarities and differences in the format of radio messages and teletype messages.

Knowing how the two types of messages are alike and how they differ will help the students when they study 05C AIT lessons designed to teach radio and teletype message format and procedures.

The learning supervisor will explain similarities and differences in radio and teletype message procedures.

The students will then be asked multiple-choice questions to see if they can recognize similarities and differences in radio message and teletype message procedures.

2. Objective of lesson:

Show Transparency 2 (Objective of Lesson).

Read the objective aloud to the class.

3. Generality for lesson:

Show Transparency 3 (Generality for Lesson).

Read the Generality aloud to the students.

4. Distribute Student Guide A-09 to students.

Direct students to open Student Guide and follow you as you describe the components in the Student Guide.

Briefly describe the following components:

Introduction

Objective and Generality

Figure 1: DA Form 4004

Table 1A: First Part of Message Heading

Table 1B: Second Part of Message Heading

Table 1C: Third Part of Message Heading

Table 2: Message Text

Table 3: Message Ending

Table 4: Sending Operator Entries

Table 5: Receiving Operator Entries

Study Exercise: Part 1, Part 2, and Part 3

Practice Exercise: Part 1, Part 2, and Part 3

Remediation Exercise: Part 1, Part 2, and Part 3

Tell students that the material listed above will be explained by the learning supervisor, but students will be able to review the material by studying their Student Guides.

Direct students to close their Student Guides for the present.

Section 2: Presentation

1. Documents

Show Transparency 4 (Figure 1: DA Form 4004).

Explain the following about a radio message:

A radio operator prints the message on DA Form 4004.

DA Form 4004 has special boxes or lines for parts of the message, but for most parts of a message, there is no special box or line shown.

Ask students to indicate what parts of a message have labeled boxes or lines on DA Form 4004.

ANSWER: Precedence, Security Classification, From, To, etc.

Other parts of the message the radio operator has to enter from memory since there are no clues as to what to enter.

Explain the following about a radio teletype message:

A radio teletype operator types the message on a blank roll of paper, which has no boxes or lines to give clues.

All parts of a radio teletype message must be typed on a special line.

Since there are no lines or boxes, the radio teletype operator must memorize what parts of a message go on which lines.

2. Sequence of Events

Show Transparency 5 (Sequence of Events in Radio Message).

Explain the following:

The sequence in which a radio operator reads the message on the radio does not follow the labeled boxes and lines on DA Form 4004. The numbers on the screen show the sequence in which the radio operator reads the message.

The Form does not have space for all elements in a radio message.

Some elements must be printed on another piece of paper or in blank places on the Form.

On this transparency, entries on DA Form 4004 have been typed. A radio operator usually prints the message on this form. When doing so it's advisable to skip a line between each printed line so that the message is easier to read and so that there is room for any necessary corrections. If more space is required, the operator uses a second form. (Note the appropriate place on the form for the page number.)

Show Transparency 6 (Sequence of Events in a Radio Teletype Message).

Explain the following:

The sequence in which a radio teletype operator types his message follows the sequence shown on the screen. There is no skipping around.

The radio operator reads the message on the radio in the same sequence as a radio teletype operator types the message.

3. Major Parts of a Message

Show Transparency 7 (Table 4: Parts and Elements in a Radio and Radio Teletype Message).

Explain the following:

Every message, radio or radio teletype, has three main parts: heading, text, and ending.

Read aloud the elements in the heading.

Read aloud the elements in the text.

Read aloud the elements in the ending.

Explain the following:

Some elements are mandatory; they are found in every message.

Some elements are optional; they appear in some messages and not in others.

How the element is presented may depend on whether it is used in a radio or a radio teletype message.

Where the element appears in the typed or spoken sequence is the same for both radio and radio teletype messages.

Some elements are found in both radio and radio teletype messages.

Some elements are found in radio but not radio teletype messages.

Some elements are found in radio teletype but not radio messages.

4. Converting title and unit to call signs

Show Transparency 8 (Drafter Completed DA Form 4004).

Explain the following:

The radio operator might receive the message to be transmitted on DA Form 4004 as shown in top half of screen.

Read the entries on DA Form 4004 aloud.

Explain the following about the entries:

All entries, other than HOW SENT, DATE-TIME-GROUP, and SIGNATURE AND GRADE OF RELEASER are made by the drafter of the message.

The drafter can be the originator of the message or a person who drafted the message for the originator.

Before the draft is taken to the telecommunication center for transmission, the releaser must release the message.

HOW SENT is filled out by personnel at the telecommunication center. VR means Voice Radio. RT means Radio Teletypewriter.

The DATE-TIME-GROUP is filled out by the releaser or by personnel at the telecommunication center. The entry in DATE-TIME-GROUP is the same or later than the entry in DRAFTER TIME. It can never be earlier.

Explain the following about converting title and unit to call signs.

The equipment operator must convert titles and units shown on DA Form 4004 to call signs.

The equipment operator may find the information in his/her CEOI.

Read aloud the text below the line.

Explain the following about the text below the line:

The three addressees are all at substation #2.

Substation #1 and substation #2 are part of a net whose call sign is B3T42.

The call sign for substation #1 is F5Y36.

The call sign for substation #2 is S7519.

In the explanation which follows, these call signs will be used to illustrate how a message is prepared.

The explanation will be presented as if the equipment operator, given the needed information, made the entries.

NOTE: On the following pages there are frequent references to the following five transparencies:

- 9 Table 1A: First Part of Message Heading
- 15 Table 1B: Second Part of Message Heading
- 21 Table 1C: Third Part of Message Heading
- 27 Table 2: Message Text
- 33 Table 3: Message Ending

Instead of repeatedly placing the above transparencies on the transparency projector, the learning supervisor may choose to use the five posters which contain the same information.

The learning supervisor should mount the five posters on the front wall of the classroom and point to the poster (instead of showing the transparency) whenever the Learning Supervisor Guide directs that a transparency be shown.

5. Call sign(s) of receiving station

Show Transparency 9 (Table 1A: First Part of Message Reading).

Explain the following about the format of Table 1.

- The left side shows radio message format and the right side shows radio teletype format.
- The elements are arranged in the sequence in which they would be spoken or typed.
- Prowords and prosigns are shown in capital letters.
- Three-letter groups starting with Z are called Operating Signals.
- A horizontal dotted line means that the element is not found in that type of message. For example, the prowords MESSAGE and WORDS TWICE are used in radio but not in radio teletype messages.
- The numbers in the left margin are line numbers. Line numbers apply only to radio teletype messages. All the elements within a pair of solid horizontal lines would be typed on the line indicated by the line number. Line 1 is always left blank; that's the reason for starting with the line number 2 here.

Explain the following about message format.

The first part of every message is the heading.

The first element in the heading of both radio and radio teletype messages is the call sign of the receiving station.

There is no proword or prosign to introduce the heading.

Show Transparency 10 (Example of Call Signs of Receiving Station Entries).

Explain the following:

The first line in a radio teletype message always is left blank.

In a radio teletype message, the call sign of the receiving station is typed by itself on the second line, starting at the left margin.

There is no special place for the call sign on DA Form 4004, so it will be shown just above DA Form 4004.

The format of the call sign is identical in radio and radio teletype messages.

Ask students what in civilian life is similar to a call sign.

ANSWER: a telephone number

6. Call sign(s) of exempt station(s)

Reshow Transparency 9 (Table 1A).

Explain the following:

EXEMPT or XMT is used if it is a collective call and one or more stations in the "collective" can ignore the call.

The proword EXEMPT is used in radio messages and the prosign XMT is used in radio teletype messages.

Show Transparency 11 (Example of Call Sign of Exempt Station Entries).

Explain the following:

The prosign XMT followed by the call sign of the exempt station is typed on the second line of a radio teletype message, directly after the call sign of the receiving station.

There is no special place for the proword EXEMPT and the call sign of exempt stations on DA Form 4004. Once again they are shown above the form on the transparency.

Ask students why it is necessary to tell a station that it is exempt from the call.

ANSWER: When the sending station makes a net call, all stations in the net, being on the same frequency, will be alerted to receive the message, unless they are told that they can ignore the message.

7. Call sign of sending station

Reshow Transparency 9 (Table 1A).

Explain the following:

This element tells the call sign of the station sending the message.

The proword THIS IS is used in radio messages and the prosign DE in radio teletype messages.

Show Transparency 12 (Example of Call Sign of Sending Station Entries).

Explain the following:

The prosign DE followed by the call sign of the sending station is typed on the third line of a radio teletype message.

There is no special place for the proword THIS IS and the call sign of the sending station on DA Form 4004.

Ask students why the sending station must send its call sign.

ANSWER: so that the receiving station knows who is sending the message

8. Message/Station Serial Number(s)

Reshow Transparency 9 (Table 1A).

Explain the following:

In radio operations, the sending operator says the proword MESSAGE to alert the receiving operator that a message is coming and to copy it.

There is no equivalent prosign in radio teletype operations.

In radio operations, the sending operator says the proword NUMBER, followed by the Station Serial Number to indicate the number of the message. For example, if this is the 5th message sent to the receiving station that day, the Station Serial number would be 5.

In radio teletype operations, the prosign NR is used instead of the proword.

Show Transparency 13 (Example of Message and Station Serial Number Entries).

Explain the following:

The prosign NR followed by the Station Serial Number is typed on the third line of a radio teletype message, after the call sign of the sending station.

There is no special place for the prowords MESSAGE, NUMBER, and the Station Serial Number on DA Form 4004.

9. Transmission instructions

Reshow Transparency 9 (Table 1A).

Explain the following:

This element gives special instruction to the receiving operator.

Possible Transmission Instructions include "relay the message," "read back the message," "do not answer," and "I will repeat each word twice."

In a radio teletype message, transmission instructions are given by prosigns or operating signals.

"Operating signals" are three-letter groups which have a special meaning.

In a radio message, transmission instructions are given in prowords.

Show Transparency 14 (Example of Transmission Instruction Entries).

Explain the following:

In a radio teletype message, transmission instructions are typed on the fourth line.

The prosign T followed by a call sign tells the receiving operator to transmit the message on to the station whose call sign follows the T.

There is no special place for transmission instructions on DA Form 4004. The proword RELAY TO means the same as the prosign T.

Ask students why an operator would request another operator to transmit the message on to another operator.

ANSWER: The ultimate receiving station may be out of range of the sending station.

Ask students how an operator knows when there are special transmission instructions.

ANSWER: The operator will be told this by the person who gives him/her the message to transmit.

Ask students where the operator finds the list of prosigns and operating signals and what they mean.

ANSWER: They will be taught this in the 05C AIT Course.

10. Precedence

Show Transparency 15 (Table 1B: Second Part of Message Heading).

Explain the following:

This element tells how important the message is.

In a radio message, prowords are used to show precedence: FLASH, IMMEDIATE, PRIORITY, ROUTINE.

In a radio teletype message, prosigns are used to show precedence: Z, O, P, R

Show Transparency 16 (Examples of Precedence Entries).

Explain the following:

In a radio teletype message, the precedence prosign is typed on line five.

In a radio message, precedence is printed on DA Form 4004 in the box labeled PRECEDENCE ACT or PRECEDENCE INFO. A prosign is printed in the box, but the radio operator says the proword.

The prosign is printed twice in each box, as appropriate.

The prosign in the ACT box shows the precedence of the message for the action addressee.

The prosign in the INFO box shows the precedence of the message for the information addressee.

Ask students what the word "precedence" means.

ANSWER: It means importance. This implies the order of handling the message.

Ask students why messages are assigned a precedence.

ANSWER: If there are two or more messages waiting to be sent at the same time, the precedence of the messages lets the operator know which message should be sent first. It also indicates the order of handling the message at relay points, etc.

11. Date-time-group

Reshow Transparency 15 (Table 1B).

Explain the following:

This element shows when the drafter dated the message.

In a radio message, the proword TIME is used, followed by the day of the month, the hours and minutes of the day, the time zone, the month, and the year.

In a radio teletype message, there is no prosign, but everything else is the same as in a radio message.

In radio and radio teletype messages, local time usually is converted to ZULU time and shown by the suffix Z.

The month is shown by the first three letters.

The year is shown by the last two digits.

Show Transparency 17 (Example of Date-Time-Group Entries).

Explain the following:

In a radio teletype message, date-time is typed in one of two places: on line five, after the precedence, or on line fourteen.

In a radio message, date-time information is printed on DA Form 4004 in two places: in Drafter Time to show when the message was drafted; in Date-Time-Group to shown when the message was released/dispatched.

There is no cue to the proword TIME, but the radio operator must say it.

Ask students what the letter suffix means.

ANSWER: time zone

Ask students in which time zone Ft. Gordon is located.

ANSWER: R

Ask students why most messages use time zone Z.

ANSWER: so that all messages are converted to the
same time zone

12. Message Instructions

Reshow Transparency 15 (Table 1B).

Explain the following:

Message instructions are given in the form of Operating Signals in radio teletype messages, and plain language in radio messages.

Show Transparency 18 (Example of Message Instructions Entries).

Explain the following:

Message instructions are typed on line five after the year in a radio teletype message.

The Operating Signal ZEV means "request you acknowledge this message."

Message instruction normally would not be printed on DA Form 4004 but would be spoken by the radio operator.

Ask students how the radio teletype operator knows if he/she should request that the message be acknowledged by the receiving operator.

ANSWER: He/she will be told to request this information by the person who gives him/her the message to transmit.

Ask students where radio teletype operators find the operating signals.

ANSWER: They will learn them in the 05C AIT Course. They also are listed in publications used by radio teletype operators.

Ask students if a radio operator can request that his/her message be acknowledged.

ANSWER: yes

Ask students how a radio operator would make the request if he/she can't use Operating Signals.

ANSWER: Make the request in "plain language."

13. Originator

Reshow Transparency 15 (Table 1B).

Explain the following:

This element shows who wrote the message in the first place.

In a radio message, you use the proword FROM followed by the title and unit of the originator or the call sign of the originator.

In a radio teletype message, you use the prosign FM followed by the title and unit of the originator or the call sign of the originator.

The call sign following the proword THIS IS and the call sign following the prosign DE indicate the sending station, not the originator of the message.

Show Transparency 19 (Examples of Originator Entries).

Explain the following:

In a radio teletype message, FM + the title and unit of the originator or call sign of the originator are typed on line six.

In a radio message, the proword FROM appears on DA Form 4004 and the operator simply prints in the originator's title and unit or call sign after the proword FROM.

Ask students how the operator knows whom the message is from.

ANSWER: It may appear in the draft of the message the operator is given or the operator will be told by person who gives him/her the message to transmit.

14. Action addressee(s)

Reshow Transparency 15 (Table 1B).

Explain the following:

This element shows which addressee is to take some action as a result of receiving the message.

In both radio and radio teletype messages, you use the word TO followed by the title and unit of the action addressee or the call sign of the action addressee.

The call sign which is the first part of every message shows the station to which the message is being sent, not the person to whom the message is directed.

Show Transparency 20 (Example of Action Addressee Entries).

Explain the following:

In a radio teletype message, TO + the title and unit of the action addressee or call sign of the action addressee are typed on line seven.

In a radio message, the proword TO appears on DA Form 4004 and the operator simply prints in the action addressee's title and unit or call sign after the proword TO.

Ask students if there can be more than one "action addressee."

ANSWER: Yes, there can be more than one action addressee.

15. Study Exercise #1

Explain that students now will do a Study Exercise on what has been covered so far.

Direct students to open their Student Guides, and turn to Study Exercise #1.

Tell students the following about the Study Exercise.

There are 12 questions in the Study Exercise.

Students are to PRINT their answers on a separate sheet of paper.

Students should look at the indicated Tables in their Student Guides to find the answers to the questions on the Study Exercise.

When students have answered all questions, they should compare their answers with those found in Answers to Study Exercise #1.

Direct students to begin the Study Exercise.

When all students have finished, ask students if they have any questions.

Answer questions as appropriate.

After all questions have been answered, proceed to Step 16 on the next page.

16. Information addressee(s)

Show Transparency 21 (Table 1C: Third Part of Message Heading).

Explain the following:

This element shows which addressee is to be informed about the message but need take no action.

In both radio and radio teletype messages, you use the word INFO followed by the title and unit of the information addressee or the call sign of the information addressee.

Show Transparency 22 (Example of Information Addressee Entries).

Explain the following:

In a radio teletype message, INFO + the title and unit of the information addressee or call sign of the information addressee are typed on line eight.

In a radio message, the proword INFO is printed on the line directly below the proword TO and then printed in the title and unit or call sign of the information addressee.

Ask students how the equipment operator knows if the addressees should be identified by title and unit or call sign.

ANSWER: The operator would be told this by the person who gave him/her the message to transmit.

Ask students where the operator finds the call sign of personnel.

ANSWER: in his/her copy of the CEOI

17. Exempt addressee(s)

Reshow Transparency 21 (Table 1C).

Explain the following:

This element shows which addressee need take no action and need not be informed about the content of the message.

In a radio message, you use the proword EXEMPT followed by the title and unit of the exempt addressee or the call sign of the exempt addressee.

In a radio teletype message, you use the prosign XMT followed by the title and unit of the exempt addressee or the call sign of the exempt addressee.

The call sign following the proword EXEMPT or the prosign XMT on line two of a message indicates which stations are exempt, not which persons are exempt.

Show Transparency 23 (Example of Action Addressee Entries).

Explain the following:

In a radio teletype message, XMT + the title and unit of exempt addressees or the call signs of exempt addressees are typed on line nine.

In a radio message, the proword EXEMPT is printed on the line directly below the proword INFO and then printed in the title and unit or call signs of exempt addressees.

Ask students how the equipment operator knows which persons are exempt.

ANSWER: The operator would be told this by the person who gave him/her the message to transmit.

18. Alternate format for originator and addressees.

Show Transparency 24 (Title and Unit).

Explain the following:

Until now, the originator and addressees have been shown by their call signs.

The originator and addressees can also be shown by their titles and units instead of their call signs.

The "calls," however, of the receiving station, exempt stations, and sending station, must be shown as call signs.

Ask students where the operator would find the call signs that are needed for a message.

ANSWER: the CEOI

19. Accounting Information

Reshow Transparency 21 (Table 1C).

Explain the following:

This element shows who is to pay the cost of transmitting the message if it must be sent over civilian lines.

This element is used in radio teletype operations. It seldom is used in radio operations.

Accounting Information is reported by a two or three letter symbol.

Show Transparency 25 (Example of Accounting Symbol Entry).

Explain the following:

Accounting symbols are typed on line 10 of a radio teletype message.

DOD stands for the Department of Defense.

20. Group Designation

Reshow Transparency 21 (Table 1C).

Explain the following:

This element shows the number of code groups in the text of the message.

When you want to make sure that the enemy does not intercept your message, you send it in code which usually consists of groups of five letters.

In a radio message, you use the proword GROUP followed by the number of code groups in the text of the message.

In a radio teletype message, you type the prosign GR followed by the number of code groups in the text of the message.

If the radio teletype operator does not count the code groups, he/she types the prosign GRNC.

Radio operators say the proword GROUP NO COUNT if, for some reason, they are unable to count the coded groups in the text of the message.

This element is used only if the text of the message is sent in code.

Show Transparency 26 (Example of Group Designation Entries).

Explain the following:

In this sample message, the text is in plain language, not in code. As a result, Group Designation entries are not needed.

Entries are shown in parenthesis to show how and where they would appear if there were 15 code groups in the text of the message.

In a radio teletype message, GR + the number of code groups are typed on line 10, after the Accounting Symbol.

In a radio message, GROUP + the number of code groups is shown below the EXEMPT entry.

Ask students if a radio teletype operator would enter GRNC if there were no code groups in the text of the message.

ANSWER: no

Ask students when code groups would be used in a message.

ANSWER: when a message is important and there is danger that the enemy may intercept the message

Ask students how the enemy would intercept a radio message or a radio teletype message.

ANSWER: tune their radio to the same frequency

AD-A130 239

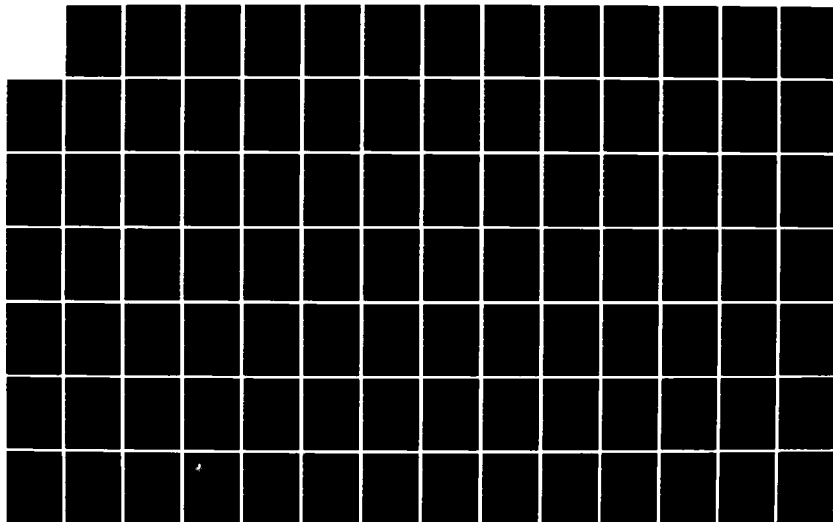
FBSEP (FUNCTIONAL BASIC SKILLS EDUCATION PROGRAM) RADIO 6/7
TELETYPE OPERATOR. (U) PERSPECTIVE INSTRUCTIONAL
COMMUNICATIONS INC SAN DIEGO CA 30 JUL 83

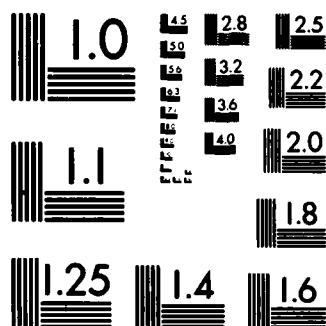
UNCLASSIFIED

DBT60-81-C-0027

F/G 5/9

NL





MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

21. First Separation

Show Transparency 27 (Table 2: Message Text)

Explain the following:

This element is used to separate the heading of the message from the text of the message.

In a radio message, the proword BREAK is used.

In a radio teletype message, the prosign BT is used.

Show Transparency 28 (Example of First Separation Entries).

Explain the following:

In a radio teletype message, the prosign BT is typed on line 11.

In a radio message, the proword BREAK is used immediately before the start of the text of the message.

There is no need to print the word BREAK, but the radio operator must say the proword BREAK to show that the next element is the text of the message.

Ask students how a radio operator remembers to say BREAK to separate the heading of the message from the text.

ANSWER: He/she must memorize this requirement.

22. Text of Message

Reshow Transparency 27 (Table 2: Message Text).

Explain the following:

This element is the "heart" of the message.

It contains the thoughts and ideas of the originator of the message.

Show Transparency 29 (Example of Plain Language Text).

Explain the following:

The screen shows the text of a plain language message.

In a radio teletype message, the text starts on line 12, but it can continue on to many more lines.

In a radio message, the text should start on a new line, but it is not required, as long as the proword BREAK separates it from the heading.

[NOTE: In order to show the students how to correct an error made earlier and noted at the end of the message (Transparency 36), the teletype operator typed the word Hotel instead of Motel and the radio operator spoke the word Hotel instead of Motel.]

Show Transparency 30 (Example of Coded Text).

Explain the following:

The screen shows the text of a coded message.

Ask students how many code groups there are in this message.

ANSWER: 15

Ask students what proword is used to give the group count.

ANSWER: GROUP

Ask students what prosign is used to give the group counts.

ANSWER: GR

23. Internal Instructions

Reshow Transparency 27 (Table 2).

Explain the following:

If there is a security classification, it is considered part of internal instructions and included as a separate line in the text.

Show Transparency 31 (Example of Security Classification Entries).

Explain the following:

In a radio teletype message, the security classification is shown as the first part of the text, on line 12.

In a radio message, the security classification is shown in two boxes on DA Form 4004, one at the top of the form and one at the bottom of the form.

Ask students why the security classification is entered on a message.

ANSWER: to make certain that only personnel with the proper security clearance have access to the message

24. Second Separation

Reshow Transparency 27 (Table 2).

Explain the following:

This element is used to separate text from the ending.

In a radio message, the proword BREAK is used.

There is no need to print the word BREAK as long as the operator remembers to use it.

In a radio teletype message, the prosign BT is used. It must be typed.

Show Transparency 32 (Example of Second Separation Entries).

Explain the following:

In a radio teletype message, the prosign BT is typed on the 13th line of the message ... not necessarily the 13th line of type.

In a radio message, the proword BREAK is used immediately after the text of the message. It usually is not printed on the message form, but it must be spoken by the radio operator.

Ask students how a radio operator would remember to say BREAK if it is not printed on the message form.

ANSWER: The radio operator must memorize this requirement.

25. Study Exercise #2

Explain that students now will do a Study Exercise on what has been covered so far.

Direct students to open their Student Guides and turn to Study Exercise #2.

Tell students the following about the Study Exercise.

There are 12 questions in the Study Exercise.

Students are to PRINT their answers on a separate sheet of paper.

Students should look at the indicated Tables in their Student Guides to find the answers to the questions on the Study Exercise.

When students have answered all questions, they should compare their answers with those found in Answers to Study Exercise #2.

Direct students to begin the Study Exercise.

When all students have finished, ask students if they have any questions.

Answer questions as appropriate.

After all questions have been answered, proceed to Step 26 on the next page.

26. Time group

Show Transparency 33 (Table 3: Message Ending).

Explain the following:

The third (last) part of a message is the ending.

The first part of the ending of a message is the Time Group.

This "time" entry is made if "time" is not included in the heading .

In a radio message, the proword TIME is used followed by the hours, minutes, and time zone suffix.

In a radio teletype message, there is no prosign, but everything else is the same as in a radio message.

The first two digits show the hour of the day.

The last two digits show the number of minutes after the hour.

The Time Group does not include the month or year.

Show Transparency 34 (Example of Time Group Entries).

Explain the following:

In a radio teletype message, this element is typed on line 14.

In a radio message, this element is shown in the Drafter Time box.

Ask students how a receiving teletype operator can tell that the entries show "time" when the word "time" is not typed.

ANSWER: by the line on which it is located, by the fact that it consists of six digits followed by a letter, and by the fact that the first two digits are not more than 31

27. Confirmation

Reshow Transparency 33 (Table 3).

Explain the following:

This element is used only in radio teletype messages.

This element consists of the prosign CFN followed by the abbreviations and numbers included in the text of the message.

This element is used to make sure that there is no confusion about numbers and abbreviations.

This element is used only if there are numbers or abbreviations in the text of the message.

Show Transparency 35 (Example of Confirmation Entry).

Explain the following:

In a radio teletype message, this element is typed on line 14 after Time Group. If there is no "time" entry, CFN would be the only entry on this line.

Ask students if the CFN entries are complete.

ANSWER: no

Ask students what entry is missing.

ANSWER: 24 FEB

Explain the following:

If a radio operator wanted to confirm a number, word, or abbreviation, he/she would do it immediately after saying the number, word, or abbreviation.

He/she would use one of the following prowords:

I SAY AGAIN and then repeat the number, word, or abbreviation.

I SPELL and then spell the number, word, or abbreviation.

28. Corrections

Show Transparency 36 (Example of Correction Entries).

Explain the following:

In a radio teletype message, this element is typed on line 15.

In a radio message, this element is not entered on DA Form 4004, but the radio operator would say the proword CORRECTION, give the location of the error, and then give the correct word.

Explain the situation:

The teletype operator typed the word Hotel instead of Motel earlier and noted the error at the end of the message.

The radio operator spoke the word Hotel instead of Motel earlier and noted the error at the end of the message.

Ask students what location is given in the radio teletype message on the screen.

ANSWER: WORD AFTER Plan

Ask students what word was originally typed incorrectly.

ANSWER: Hotel

Ask students what the correct word is.

ANSWER: Motel

Ask students what a radio operator would say in order to make the same correction.

ANSWER: CORRECTION WORD AFTER Plan Motel

29. Filing Time

Reshow Transparency 33 (Table 3).

Explain the following:

This is the third place in a message where the time can be reported.

This element shows when the message was filed at the communication center.

In a radio teletype message, this element consists of the day of the month, slash, hours, minutes, and time zone suffix.

This element is not shown on a radio message.

Show Transparency 37 (Example of Filing Time Entry).

Explain the following:

In a radio teletype message, filing time is typed on line 15 after any corrections.

If there were no corrections in the message, filing time would be the first entry on line 15.

Ask students what the first two digits in "filing time" mean.

ANSWER: day of the month

Ask students what the next four digits in "filing time" mean.

ANSWER: hours and minutes of the day

30. Final Instruction - Wait and Transmission Authentication

Reshow Transparency 33 (Table 3).

Explain the following:

The next part of the ending is the Final Instructions.

Possible Final Instructions include directing the receiving operator to "wait a few minutes" or to "read back the message." The operator may also give proof that he/she is "authorized to send the message," or he/she may simply indicate that "more information is to follow."

Radio operators use prowords to give final instructions.

Radio teletype operators use prosigns or operating signals to give final instructions.

Different things can be included under Final Instructions.

If the radio operator wants the receiving station to wait he/she would say the proword WAIT.

If the radio teletype operator wants the receiving station to wait, he/she would type the prosign AS.

This entry is used if the sending operator wants the receiving operator to wait for a few moments.

Show Transparency 38 (Example of "wait" entries).

Explain the following:

In a radio teletype message, all final instructions are typed on line 15 after Filing Time.

The prosign AS would be typed on line 15 as shown on the screen.

There is no place on DA Form 4004 to enter "Final Instructions."

The operator would say the proword WAIT if he/she wanted the receiving operator to wait for a few moments.

Show Transparency 39 (Example of Transmission Authentication entry).

Explain the following:

This element is used by the sending operator to show the receiving operator that he/she (the sending operator) is legitimate.

This procedure is called "transmission authentication."

This element is used only by radio operators, because all radio teletype messages are sent by secure means.

The sending radio operator says the proword AUTHENTICATION IS followed by two letters that he/she found in an authentication table.

The receiving operator checks his/her copy of the same table to see if the two letters that he/she heard were correct.

This element is optional and is only used if authentication is required.

The proword AUTHENTICATION IS and the two letters are not put on the message by the sending operator.

The receiving operator, however, prints NOT AUTHENTICATED if the sending operator did not authenticate the message or if the authentication was wrong.

This is the first time in this lesson that the learning supervisor has mentioned what a receiving operator does.

Ask students what else they think a receiving radio operating does.

ANSWER: Copy (print) the message on DA Form 4004.

31. Ending Sign

Reshow Transparency 33 (Table 3).

Explain the following:

This element is the last part of every message.

In a radio message, if the operator wants a reply to the message, he/she says the proword OVER. If the operator does not want a reply, he/she says the proword OUT.

In a radio teletype message, if the operator wants a reply to the message, he/she types the prosign K. If the operator does not want a reply he/she types the prosign AR.

Show Transparency 40 (Example of Ending Sign Entries).

Explain the following:

In a radio teletype message, the prosign K or AR is typed on the 16th line.

The proword OVER or OUT is normally not printed on DA Form 4004, but the radio operator must say these words.

Ask students why K (OVER) is appropriate in this message.

ANSWER: Because the sending operator asked the receiving operator to repeat the message by using ZEV (READ BACK).

32. Operator's Service

Explain the following:

Until now, all of the explanation dealt with what the sending operator does.

The receiving operator has things to do also.

Ask students what the receiving radio operator does.

ANSWER: He/she copies the message as heard and writes NOT AUTHENTICATED on the message if the sending operator did not authenticate the message or incorrectly authenticated the message.

Ask students if the receiving radio teletype operator also must copy the message.

ANSWER: No. The operator receives a printed copy of the message on his/her teletypewriter.

Explain the following:

The receiving radio operator also prints the Operator's Service on the message. This consists of the date-time-group when the message was received and his/her initials. He/she then draws a circle around the Operator's Service.

Operator's Service is not done on radio teletype messages.

Show Transparency 41 (Example of Operator's Service Entry).

Explain the following:

On the screen they can see the Operator's Service Entry.

33. Review of Sending Operator Entries

Show Transparency 42 (Sending Operator Entries).

Direct students to refer to Generality in their Student Guide as you review points covered earlier.

Review the following entries made by the sending operator:

Elements not underlined are mandatory.

A mandatory element is one that is found in all messages. For example, every message includes the call sign of the receiving station and the call sign of the sending station.

Underlined elements are optional.

An optional element is one that may not be required. For example, in some situations, there are no exempt stations and no transmission instructions.

The number indicates line number in a radio teletype message.

Some lines are used for two elements: 2, 3, 10, and 14.

One line is used for three elements: 15.

One line is used for four elements: 5.

Radio message elements are not assigned to lines like a radio teletype message, but the sequence in which the radio message is transmitted is the same as for a radio teletype message.

Both radio and radio teletype messages begin with the call signs of the receiving stations and of exempt stations. There could be more than one of each.

Exempt stations are optional. Every message does not include an exempt station call sign.

Direct the students to follow along in their Student Guides by referring to Tables 1A, 1B, 1C, 2 and 3. Indicate that referring back to the transparency on the screen will also be helpful.

Ask students where radio and radio teletype messages differ on line 2.

ANSWER: Radio messages use proword EXEMPT.
Radio teletype messages use prosign XMT.

The next elements in every message are the call sign of the sending station and the message number, sometimes called the station serial number.

Ask the students to refer to Student Guide and indicate where radio and radio teletype messages differ on line 3.

ANSWER: Radio messages use prowords THIS IS, and MESSAGE NUMBER.
Radio teletype messages use prosign DE and NR.

Ask students if there could be more than one message number.

ANSWER: Yes. There is a message number for each receiving station. If there are three receiving stations there will be three message numbers.

The next elements are Transmission Instructions.

Ask students if Transmission Instructions are mandatory or optional.

ANSWER: optional

Ask students if they can guess what happens to a line if there is no need to make an entry.

ANSWER: The next line of information is typed (i.e. the next line moves up). There are no blank lines.

Ask students if Transmission Instructions are used in radio messages.

ANSWER: Yes, they use prowords. (Radio teletype may use prosigns or operating signals).

The next elements are the precedence, date-time-group, and message instructions.

Ask students how these four elements appear in radio and in radio teletype messages.

ANSWER:	<u>Radio</u>	<u>Radio teletype</u>
Precedence	FLASH IMMEDIATE PRIORITY ROUTINE	Z O P R
Date-Time-Group	TIME Everything else is the same.	No prosign
Message Instructions	Plain Language	Operating Signals

Ask students if Message Instructions are mandatory or optional.

ANSWER: optional

The next element is the Originator of the message.

Ask students how this component differs in radio and radio teletype message.

ANSWER: Radio messages use proword FROM.
Radio teletype messages use prosign DE.

Ask students if the Originator element is mandatory or optional.

ANSWER: mandatory

The next element is the Action Addressee.

Ask students how radio and radio teletype messages compare on this element.

ANSWER: They are identical, using the word TO.

Ask students if the Action Addressee element is mandatory or optional.

ANSWER: mandatory

Ask students if the Information Addressee can be typed on the same line as the Action Addressee if there is room.

ANSWER: No, each element must appear on the line as shown on the screen.

The next element is the Information Addressee.

Ask students how radio and radio teletype messages compare on this element.

ANSWER: They are identical, using the word INFO.

The next component is the Exempt Addressees.

Ask students how radio and radio teletype messages compare on this element.

ANSWER: Radio messages use proword EXEMPT.
Radio teletype messages use prosign XMT.

Ask students what is common to Information Addressees, and Exempt Addressees.

ANSWER: Both can use title and unit or call sign.
Both can be singular or plural.

The next elements are the Accounting Information and Group Designation, which are reported on the same line.

Ask students how these two elements compare in radio and radio teletype messages.

ANSWER: Accounting Symbols are used in both types of messages.
Group Designation is used in both types of messages:
GROUPS or GROUP NO COUNT in radio messages
GR or GRNC in radio teletype messages

The next element is the separation.

Ask students how many separations there are in every message.

ANSWER: two

Ask students what the Separation separates.

ANSWER: the text from the heading and from the ending

Ask students if the Separation is mandatory or optional.

ANSWER: mandatory

Ask students how Separation appears in radio and radio teletype messages.

ANSWER: Radio messages use proword BREAK.
Radio teletype messages use prosign BT.

Ask students if BREAK and BT must be put on a separate line.

ANSWER: In a radio teletype message each BT must be put on a separate line.
In a radio message you don't have to, but it must be located so that it separates the text from the heading and from the ending of the message.

The next element is the text of the message.

Ask students on which line in a radio teletype message the text is supposed to start.

ANSWER: 12th

Ask students what they would do if the text was so long that it would not fit on one line.

ANSWER: continue on to the next line

The next element is the second Separation.

The next elements are the Time Group and Confirmation.

Ask students if these two elements are mandatory or optional.

ANSWER: optional

Ask students when Confirmation entries are required.

ANSWER: when there are numbers or abbreviations in a radio teletype message

Ask students when Time Group entries are required.

ANSWER: when Date-Time-Group is not reported in the heading of either a radio or radio teletype message

Ask students how Time Group and Confirmation appear in radio and radio teletype messages.

ANSWER: Radio messages use proword TIME.
Radio teletype messages do not include a prosign.
Hours, minutes, and time zone are identical.
Confirmation is used only in radio teletype messages.
Prosign CFN is used.

Ask students how the time entry on line 5 differs from the time entry on line 14.

ANSWER: Line 5 includes day of month, month, and year.
Line 14 does not include day of month, month, and year.

The next elements are Corrections, Filing Time, and Final Instructions.

Ask students which of these elements are mandatory.

ANSWER: Filing Time

Ask students how corrections appear in radio and radio teletype messages.

ANSWER: Radio messages use proword CORRECTION.
Radio teletype messages use prosign C.

Ask students if Filing Time is required of both radio and radio teletype messages.

ANSWER: No. It is typed on a radio teletype message. It is not part of a radio message.

Ask students what instructions might be included under Final Instructions on a radio message.

ANSWER: wait, more to follow, read back, authentication is

Ask students what instructions might be included under Final Instructions on a radio teletype message.

ANSWER: wait, more to follow, repeat message

Ask students how the manners of presenting Final Instructions differ in a radio and radio teletype message.

ANSWER: Radio messages use prowords.
Radio teletype messages use prosigns and operating signals.

The final element in a message is the Ending Sign.

Ask students how radio and radio teletype messages compare on ending signs.

ANSWER: Radio messages use prowords OVER or OUT.
Radio teletype messages use prosign K or AR.

Ask students if Ending Signs are mandatory or optional.

ANSWER: mandatory

Ask students if the prosign AR can be typed on the line above its assigned line if there is room.

ANSWER: No. In a radio teletype message, each element must be typed on its assigned line.

34. Review of Receiving Operator Entries

Show Transparency 43 (Receiving Operator Entries).

Review the following entries made by the receiving operator.

The receiving radio operator copies the message that he/she hears on DA Form 4004 or on a piece of paper.

He/She adds the authentication status of the message.

Ask students what the "authentication status" entry would be.

ANSWER: NOT AUTHENTICATED if the message was not authenticated or the authentication was wrong

He/She also adds the Operator's Service.

Ask students what is included in the Operator's Service.

ANSWER: Date-time-group when message was received and his/her initials

Ask students if a radio teletype operator must also copy the message, show authentication status, and enter the Operator's Service.

ANSWER: no

Ask students why none are required.

ANSWER: There is no need to copy the message because the message comes in printed form on the teletypewriter.

Authentication is not required in radio teletype operations because the message is sent by secure means.

Operator's Service is not required in radio teletype operations.

35. Receiving operator entries: Continued

Show Transparency 44 (Converting Call Signs to Plain Language).

Explain the following:

Radio and radio teletype operators must convert originator and addressee call signs to plain language text before passing the message on to the addressee.

If the message already shows originator and addressees in plain language, no conversion is required.

Ask students why call signs for originator and addressees must be converted to plain language.

ANSWER: Call signs change every day and only the radio or radio teletype operator knows what each person's current call sign is.

Ask students why the call sign of the exempt addressee was not converted to "plain language."

ANSWER: He/She is exempt from the message and therefore the operator did not copy it.

36. Study Exercise #3

Explain that students now will do a Study Exercise on what has been covered so far.

Direct students to open their Student Guides and turn to Study Exercise #3.

Tell students the following about the Study Exercise.

There are 12 questions in the Study Exercise.

Students are to PRINT their answers on a separate sheet of paper.

Students should look at the indicated Tables in their Student Guides to find the answers to the questions on the Study Exercise.

When students have answered all questions, they should compare their answers with those found in Answers to Study Exercise #3.

Direct students to begin the Study Exercise.

When all students have finished, ask students if they have any questions.

Answer questions as appropriate.

After all questions have been answered, proceed to Step 37 on the next page.

37. Sample radio and radio teletype messages on paper.

Show Transparency 45 (Sample Messages, All Elements Included).

Explain the following:

The screen shows a radio and a radio teletype message with all elements included.

Messages that include all elements are rare.

Lines are not numbered on a radio teletype message.

Elements spoken by the radio operator but not entered on DA Form 4004 are shown in the margin of DA Form 4004.

For a radio teletype message, the sequence in which elements are transmitted is as they are typed on the paper.

For a radio message, the sequence in which elements are transmitted is not as they are printed on DA Form 4004.

38. Radio message as printed and as spoken.

Show Transparency 46 (Radio Message Printed and Spoken).

Explain the following:

The screen shows the radio message as printed on DA Form 4004 and on a piece of paper for elements not printed on DA Form 4004.

The screen also shows what the sending operator would say and what the receiving operator would hear and then copy on his/her DA Form 4004.

Even though the month is abbreviated on DA Form 4004, it is said in full when spoken on the radio.

Letters and numbers would be pronounced phonetically.

Direct students to take turns reading portions of the message aloud.

39. Radio message as spoken and radio teletype message as typed.

Show Transparency 47 (Spoken Message and Typed Message).

Explain the following:

The screen shows the radio message as spoken and the radio teletype message as typed.

Letters and numbers in the radio message would be pronounced phonetically.

40. Radio teletype message with most optional elements omitted.

Show Transparency 48 (Radio Teletype Message With Most Optional Elements Omitted).

Explain the following:

The top message shows all optional elements included.

The bottom message shows most optional elements omitted.

The call sign of the exempt station on line 2 has been omitted.

Transmission Instructions on line 4 have been omitted.

Message Instructions on line 5 have been omitted.

The Information Addressee, line 8, and the Exempt Addressees, line 9, have been omitted.

Accounting Information and Group Designation on line 10 have been omitted.

Time group on line 14 has been omitted.

Confirmation has been retained because, though it is an optional element, it must be included if there are abbreviations or numbers in the text of a radio teletype message.

Corrections on line 15 have been omitted because the text of the message is correct.

Final Instructions on line 15 have been omitted.

At times, the decision to include or omit an optional element is made by the originator of the message, not the operator. For example, the originator decides if there will or will not be an Information Addressee or an Exempt Addressee.

The radio teletype operator, guided by SOPs, makes other decisions regarding the inclusion of optional elements. For example, if the text of the message is in code, Group Designation must be included. If the text of the message contains abbreviations or numbers, Confirmation must be included. Similarly, all errors must be corrected.

Most Transmission Instructions, Message Instructions, and Final Instructions are the decision of the operator.

41. Radio message with all optional elements omitted.

Show Transparency 49 (Radio Message With All Optional Elements Omitted).

Explain the following:

The top message shows all optional elements, included.

The bottom message shows all optional elements omitted.

Transmission Instructions which do not appear on DA Form 4004 have been omitted.

Call signs of Exempt Stations which do not appear on DA Form 4004 have been omitted.

Call signs of Information Addressees and Exempt Addressees have been omitted.

In a radio message, the rule about having each element on its assigned line doesn't hold except for Precedence, Security Classification, FROM, TO, and Date-Time-Group.

The information shown outside DA Form 4004 can be printed on the form to the right of FROM and TO if there is room.

The person who makes the decision as to when to include an optional element is the same for radio operators as it is for radio teletype operators.

Section 3: Summary and Practice

1. Reshow Transparency 2 (Objective of Lesson).

Read the objective aloud to the students.

Ask students if they have any questions about the objective.

Answer students' questions.

2. Reshow Transparency 3 (Generality).

Read the generality aloud to the students.

Ask students if they have any questions about the generality.

Answer students' questions.

3. Reshow Transparencies 9, 15, 21, 27, and 33 (Tables 1A, 1B, 1C, 2 and 3).

Read the elements aloud to the students.

Ask students if they have any questions.

Answer students' questions.

4. Reshow Transparency 42 (Sending Operator Entries.)

Read the elements aloud to the students.

Remind students which elements are mandatory and which are optional.

5. Reshow Transparency 43 (Receiving Operator Entries.)

Read the elements aloud to the students.

Remind students that these apply to radio operators only.

6. Practice Exercise

Direct the students to their Student Guides.

Tell students to first take time and review the material contained in the Tables.

Tell students that when they finish studying the tables, they should turn to the Practice Exercise in their Student Guides.

Explain that the Practice Exercise has three parts, each consisting of 13 questions. Explain that each question deals with the format and procedures used in radio and teletype messages.

Tell students that for this Practice Exercise, they should look at the tables in their Student Guides for the answers.

Tell students that they should not write in their Student Guides and that all answers should be put on a separate sheet of paper.

Tell students that when they have answered all 39 questions, they should compare their answers with those found in Answers to Practice Exercise.

Tell students that they also should carefully read the explanation for each answer.

Allow time for each student to study the material in his/her Student Guide, complete the exercise, and compare answers.

Circulate among students assisting them whenever necessary.

As each individual student finishes, he/she may proceed to the Lesson Test.

Section 4: Lesson Test

Distribute a Lesson Test to each student on an individual basis.

Tell students that they are allowed to use the tables in their Student Guides as a reference when taking the test. Explain that this is an "open book" test.

Direct the student to complete the Lesson Test.

Remain in the room to monitor students' performance. DO NOT give help. If you are also assisting other students through the Practice Exercise, be sure this does not interfere with those being tested.

As each student finishes, collect the Lesson Test.

Do NOT give students the correct answers to the Lesson Test.

Score the Lesson Test and determine if the student meets the standard.

Students who meet standards move on to the next lesson.

Students who fail to meet standards require remediation.

Section 5: Remediation Exercise

Direct students to study the tables and the answers to the Practice Exercise in their Student Guides.

Tell students that when they finish studying, they should turn to the Remediation Exercise in their Student Guides.

Explain that the Remediation Exercise has three parts, each consisting of 13 questions. Explain that each question deals with the format and procedures used in radio and teletype messages.

Tell students that for this Remediation Exercise, they should look at the tables in their Student Guides for the answers.

Tell students that they should not write in their Student Guides and that all answers should be put on a separate sheet of paper.

Tell students that when they have answered all 39 questions, they should compare their answers with those found in Answers to Remediation Exercise.

Tell students that they also should carefully read the explanation for each answer.

Allow time for each student to study the material in his/her Student Guide, complete the exercise, and compare answers.

Circulate among students assisting them whenever necessary.

As each individual student finishes, he/she may proceed to the Remediation Test.

Section 6: Remediation Test

Distribute Remediation Test to the student.

Tell students that they are allowed to use the tables in their Student Guide as a reference when taking the test. Explain that this is an "open book" test.

Direct the student to complete the Remediation Test.

Remain in the room to monitor student's performance. Do NOT give help.

When the student finishes, collect the Remediation Test.

Do NOT give the student the correct answers to the Remediation Test.

Score the Remediation Test and determine if the student meets the standard.

Students who meet standards move on to the next lesson.

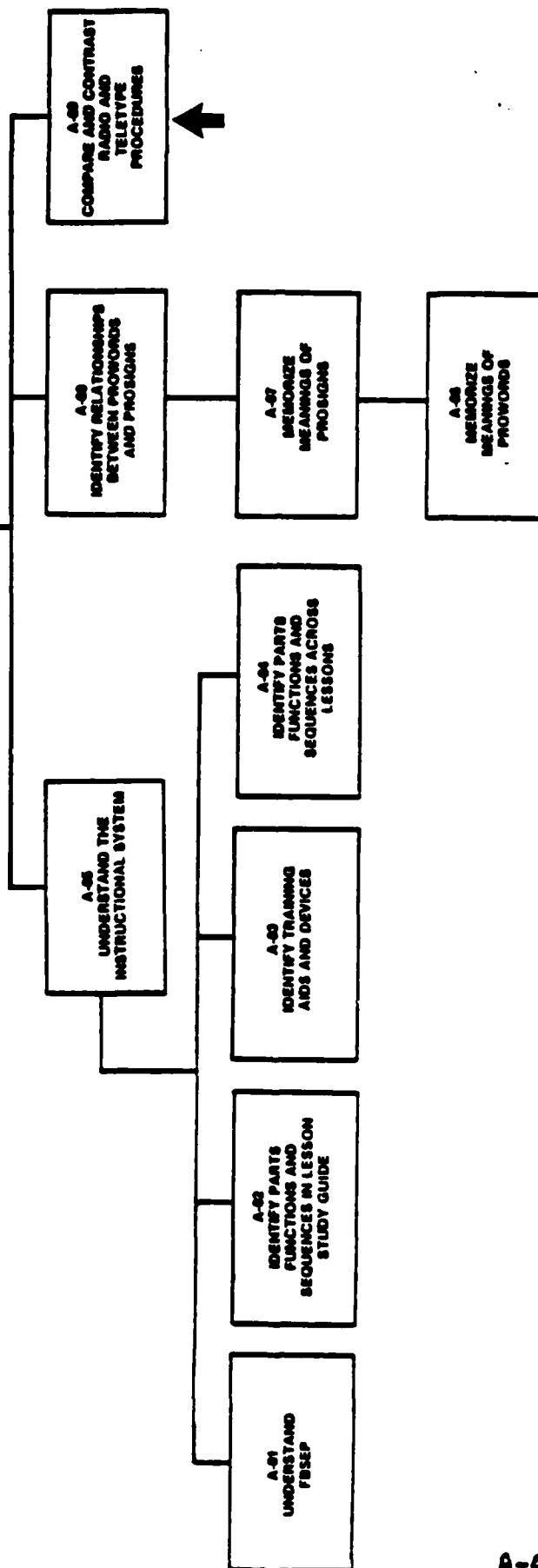
Students who fail to meet standards should be referred to Counseling.

A-09 Overhead Transparencies

A-09
0

ANNEX A

STUDY SKILLS



OBJECTIVE:

When you finish this lesson, you will be able to use tables to find answers to questions about the format and procedures used in radio and radio teletype messages.

To help you find answers to questions about the format and procedures used in radio and radio teletype messages, do the following:

- 1. Read the question and alternative answers carefully.**
- 2. Find the table which has the answer to the question.**
- 3. Find the answer in the table.**
- 4. Print the correct answer on your answer sheet.**

MESSAGE FORM		PRECEDENCE		HOW SENT	SECURITY CLASSIFICATION
		ACT	INFO		
PAGE	OF				
FROM:					
TO:					
SIGNATURE & GRADE OF DRAFTER				DRAFTER TIME	DATE TIME GROUP
SIGNATURE & GRADE OF RELEASER				SECURITY CLASSIFICATION	

DA FORM 4004
1 FEB 77

1. B3T42
2. EXEMPT F5Y36
3. THIS IS L6P13
4. MESSAGE NUMBER 14

5. ROUTINE

MESSAGE FORM		PRECEDENCE		HOW SENT	SECURITY CLASSIFICATION
PAGE	OF	ACT	INFO		
		RR	RR		UNCLASSIFIED
8.	FROM: E8C27				
9.	TO: H4Z55				
10.	INFO J3P41				
11.	EXEMPT R9F33				
12.	BREAK				
14.	PLAN MOTEL WILL GO INTO EFFECT AT 0830 ON 24 FEB. NOTIFY SUBORDINATE UNITS IMMEDIATELY.				
15.	BREAK				
16.	AUTHENTICATION IS WHISKEY GOLF				
17.	OVER				
SIGNATURE & GRADE OF DRAFTER				DRAFTER TIME	DATE TIME GROUP
					121045Z FEB 82
SIGNATURE & GRADE OF RELEASER				SECURITY CLASSIFICATION	
				UNCLASSIFIED	

DA FORM 4004
1 FEB 77

1
B3T42

2
XMT F5Y36

3
DE L6P13

4
NR 14

5
R 121045Z

6
FEB 82

8
FM E8C27

9
TO H4Z55

10
INFO J3P41

11
XMT R9F33

12
BT

13
UNCLAS

14
PLAN HOTEL WILL GO INTO EFFECT AT 0830
ON 24 FEB. NOTIFY SUBORDINATE UNITS IMMEDIATELY

15
BT

16
CFN 0830 24

17
12/1050Z

18
K

Parts and Elements in a Radio and Radio Teletype Message

HEADING			
Receiving station(s) call sign(s)		Exempt station(s) call sign(s)	
Sending station's call sign		Message	Number
Transmission instructions			
Precedence	Date-Time-Group	Message instructions	
Originator			
Action addressee(s)			
Information addressee(s)			
Exempt addressee(s)			
Accounting information		Group designation	
FIRST SEPARATION			
TEXT			
Internal instructions Thoughts or ideas of originator			
SECOND SEPARATION			
ENDING			
Time Group		Confirmation	
Corrections	Filing time	Final instructions	
Ending sign			

MESSAGE FORM	PRECEDENCE		HOW SENT	SECURITY CLASSIFICATION
	ACT	INFO		
PAGE 1 OF 1	RR	RR	(VR/RT)	UNCLASSIFIED
FROM: CDR 2ND BN				
TO: S-3 2ND BN				
INFO CDR CO C 2ND BN				
EXEMPT CDR HHC 2ND BN				
PLAN MOTEL WILL GO INTO EFFECT AT 0830 ON 24				
FEB. NOTIFY SUBORDINATE UNITS IMMEDIATELY				
SIGNATURE & GRADE OF DRAFTER		DRAFTER TIME		DATE TIME GROUP
<i>(Signature)</i>		121045Z		121045Z FEB 82
SIGNATURE & GRADE OF RELEASER			SECURITY CLASSIFICATION	
<i>(Signature)</i>			UNCLASSIFIED	
DA FORM 1 FEB 77 4004				

ORIGINATOR'S STATION	Call Sign
Headquarters, 2nd Battalion	L6P13
ORIGINATOR	
Commander, 2nd Battalion	E8C27
STATIONS IN NET	
#1 Substation	F5Y36
#2 Substation	S7B19
NET	B3T42
PERSONNEL AT SUBSTATION #2	
S-3	H4Z55
CDR CO C	J3P41
CDR HHC	R9F33

Table 1A: First Part of Message Heading

	RADIO	RADIO TELETYPE
2.	<p>Call Sign(s) of receiving station(s)</p> <p>Call sign(s) of exempt station(s) = EXEMPT + call sign</p>	<p>Call sign(s) of receiving station(s)</p> <p>Call sign(s) of exempt station(s) = XMT + call sign</p>
3.	<p>Call sign of sending station = THIS IS + call sign</p> <p>MESSAGE</p> <p>Message/Station Serial Number = NUMBER + message number</p>	<p>Call sign of sending station = DE + call sign</p> <p>-----</p> <p>Message/Station Serial Number = NR + message number</p>
4.	<p>Transmission Instructions such as:</p> <p>RELAY TO READ BACK DO NOT ANSWER WORDS TWICE RADIO CHECK -----</p>	<p>Transmission Instructions such as:</p> <p>T G F</p> <p>-----</p> <p>ZBK (teletype check) ZEV(acknowledge message)</p>

1. XXXXXXXX

2. B3T42 ←

CALL SIGN OF
RECEIVING STATION

B3T42 ←

MESSAGE FORM		PRECEDENCE		HOW SENT	SECURITY CLASSIFICATION
		ACT	INFO		
PAGE	OF				
FROM:					
TO:					
SIGNATURE & GRADE OF DRAFTER		DRAFTER TIME		DATE TIME GROUP	
SIGNATURE & GRADE OF RELEASER				SECURITY CLASSIFICATION	

DA FORM 4004
1 FEB 77

A-09
10

1. XXXXXXXXXX
2. B3T42 XMT F5Y36

CALL SIGN OF
EXEMPT STATION

B3T42 EXEMPT F5Y36

MESSAGE FORM		PRECEDENCE		HOW SENT	SECURITY CLASSIFICATION
		ACT	INFO		
PAGE	OF				
FROM:					
TO:					
SIGNATURE & GRADE OF DRAFTER			DRAFTER TIME		DATE TIME GROUP
SIGNATURE & GRADE OF RELEASER				SECURITY CLASSIFICATION	

DA FORM 4004
1 FEB 77

A-09
11

1. XXXXXXXXXX
2. B3T42 XMT F5Y36
3. DE L6P13 ←

CALL SIGN OF
SENDING STATION

B3T42 EXEMPT F5Y36
THIS IS L6P13 ←

MESSAGE FORM		PRECEDENCE		HOW SENT	SECURITY CLASSIFICATION
		ACT	INFO		
PAGE	OF				
FROM:					
TO:					
SIGNATURE & GRADE OF DRAFTER				DRAFTER TIME	DATE TIME GROUP
SIGNATURE & GRADE OF RELEASER				SECURITY CLASSIFICATION	

DA FORM 4004
1 FEB 77

A-09
12

1. XXXXXXXXXX
2. B3T42 XMT F5Y36
3. DE L6P13 NR 14

MESSAGE/
STATION SERIAL NUMBER

B3T42 EXEMPT F5Y36
THIS IS L6P13
MESSAGE NUMBER 14

MESSAGE FORM		PRECEDENCE		HOW SENT	SECURITY CLASSIFICATION
		ACT	INFO		
PAGE	OF				
FROM:					
TO:					
SIGNATURE & GRADE OF DRAFTER			DRAFTER TIME		DATE TIME GROUP
SIGNATURE & GRADE OF RELEASER				SECURITY CLASSIFICATION	

DA FORM 4004
1 FEB 77

1. XXXXXXXXXX
2. B3T42 XMT F5Y36
3. DE L6P13 NR 14
4. T N2P29 ←

**TRANSMISSION
INSTRUCTIONS**

B3T42 EXEMPT F5Y36
THIS IS L6P13
MESSAGE NUMBER 14
RELAY TO N2P29 ←

MESSAGE FORM		PRECEDENCE		HOW SENT	SECURITY CLASSIFICATION
		ACT	INFO		
PAGE	OF				
FROM:					
TO:					
SIGNATURE & GRADE OF DRAFTER			DRAFTER TIME		DATE TIME GROUP
SIGNATURE & GRADE OF RELEASER				SECURITY CLASSIFICATION	

DA FORM 4004
1 FEB 77

A-09
14

Table 1B: Second Part of Message Heading

Heading (continued)	
RADIO	RADIO TELETYPE
<p>5. Precedence: FLASH IMMEDIATE PRIORITY ROUTINE</p> <p>Date-Time-Group = TIME +</p> <p>Day of month (2 digits) Hour of day (2 digits) Minutes (2 digits) Time Zone (1 letter) Month (3 letters) Year (2 digits)</p> <p>Message Instructions: Plain language</p>	<p>Precedence: Z O P R</p> <p>Date-Time-Group = </p> <p>Day of month (2 digits) Hour of day (2 digits) Minutes (2 digits) Time Zone (1 letter) Month (3 letters) Year (2 digits)</p> <p>Message Instructions: Operating Signals</p>
<p>6. Originator = *</p> <p>FROM + title and unit of originator</p>	<p>Originator = *</p> <p>FM + title and unit of originator</p>
<p>7. Action Addressee(s) = *</p> <p>TO + title and unit of action addressee(s)</p>	<p>Action Addressee(s) = *</p> <p>TO + title and unit of action addressee(s)</p>

*Call sign may be used instead of title and unit.

1. XXXXXXXX
2. B3T42 XMT F5Y36
3. DE L6P13 NR 14
4. T N2P29
5. R ←

PRECEDENCES

B3T42 EXEMPT F5Y36
THIS IS L6P13
MESSAGE NUMBER 14
RELAY TO N2P29

Radio Operator
Says ROUTINE

MESSAGE FORM		PRECEDENCE		HOW SENT	SECURITY CLASSIFICATION
		ACT	INFO		
PAGE	OF	R R	R R		
FROM:					
TO:					
SIGNATURE & GRADE OF DRAFTER			DRAFTER TIME		DATE TIME GROUP
SIGNATURE & GRADE OF RELEASER				SECURITY CLASSIFICATION	

DA FORM 4004
1 FEB 77

A-09
16

1. XXXXXXXXXX
2. B3T42 XMT F5Y36
3. DE L6P13 NR 14
4. T N2P29
5. R 121045Z FEB 82

DATE-TIME-GROUP
MONTH-YEAR

Radio Operator
says:

TIME. . . .

and adds

B3T42 EXEMPT F5Y36
THIS IS L6P13
MESSAGE NUMBER 14
RELAY TO N2P29

MESSAGE FORM		PRECEDENCE		HOW SENT	SECURITY CLASSIFICATION
PAGE	OF	ACT	INFO		
		R R	R R		
FROM:					
TO:					
SIGNATURE & GRADE OF DRAFTER				DRAFTER TIME	DATE TIME GROUP
					121045Z FEB 82
SIGNATURE & GRADE OF RELEASER				SECURITY CLASSIFICATION	

DA FORM 4004
1 FEB 77

1. XXXXXXXXXX
2. B3T42 XMT F5Y36
3. DE L6P13 NR 14
4. T N2P29
5. R 121045Z FEB 82 ZEV

MESSAGE
INSTRUCTIONS

B3T42 EXEMPT F5Y36
THIS IS L6P13
MESSAGE NUMBER 14
RELAY TO N2P29

MESSAGE FORM		PRECEDENCE		HOW SENT	SECURITY CLASSIFICATION
		ACT	INFO		
PAGE	OF	R R	R R		
FROM:					
TO:					
SIGNATURE & GRADE OF DRAFTER		DRAFTER TIME		DATE TIME GROUP 121045Z FEB 82	
SIGNATURE & GRADE OF RELEASER				SECURITY CLASSIFICATION	

DA FORM 4004
1 FEB 77

A-09
18

1. XXXXXXXXXX
2. B3T42 XMT F5Y36
3. DE L6P13 NR 14
4. T N2P29
5. R 121045Z FEB 82 ZEV
6. FM E8C27

ORIGINATOR

B3T42 EXEMPT F5Y36
THIS IS L6P13
MESSAGE NUMBER 14
RELAY TO N2P29

MESSAGE FORM		PRECEDENCE		HOW SENT	SECURITY CLASSIFICATION
PAGE	OF	ACT	INFO		
		R R	R R		
FROM: E8C27					
TO:					
SIGNATURE & GRADE OF DRAFTER				DRAFTER TIME	DATE TIME GROUP
					121045Z FEB 82
SIGNATURE & GRADE OF RELEASER				SECURITY CLASSIFICATION	

DA FORM 4004
1 FEB 77

A-09
19

1. XXXXXXXXXX
2. B3T42 XMT F5Y36
3. DE L6P13 NR 14
4. T N2P29
5. R 121045Z FEB 82 ZEV
6. FM E8C27
7. TO H4Z55

**ACTION
ADDRESSEE**

B3T42 EXEMPT F5Y36
THIS IS L6P13
MESSAGE NUMBER 14
RELAY TO N2P29

MESSAGE FORM		PRECEDENCE		HOW SENT	SECURITY CLASSIFICATION
PAGE	OF	ACT	INFO		
		R R	R R		
FROM: E8C27					
TO: H4Z55					
SIGNATURE & GRADE OF DRAFTER				DRAFTER TIME	DATE TIME GROUP
					121045Z FEB 82
SIGNATURE & GRADE OF RELEASER				SECURITY CLASSIFICATION	

DA FORM 4004
1 FEB 77

A-59
20

Table 1C: Third Part of Message Heading

Heading (continued)	
RADIO	RADIO TELETYPE
8. Information Addressee(s) = INFO + title and unit of information addres- see(s)	Information Addressee(s) = INFO + title and unit of information addres- see(s)
9. Exempt Addressee(s) = * EXEMPT + title and unit of exempt addressee(s)	Exempt Addressee(s) = * XMT + title and unit of exempt addressee(s)
10. Accounting Information * such as: ARC, DOD, etc. Group Designation = GROUPS + number of code groups GROUP NO COUNT	Accounting Information * such as: ARC, DOD, etc. Group Designation = GR + number of code groups GRNC

*Call sign may be used instead of title and unit.

1. XXXXXXXXX
2. B3T42 XMT F5Y36
3. DE L6P13 NR 14
4. T N2P29
5. R 121045Z FEB 82 ZEV
6. FM E8C27
7. TO H4Z55
8. INFO J3P41

INFORMATION
ADDRESSEE

B3T42 EXEMPT F5Y36
THIS IS L6P13
MESSAGE NUMBER 14
RELAY TO N2P29

MESSAGE FORM		PRECEDENCE		HOW SENT	SECURITY CLASSIFICATION
PAGE	OF	ACT	INFO		
		R R	R R		
FROM: E8C27					
TO: H4Z55					
INFO J3P41					
SIGNATURE & GRADE OF DRAFTER				DRAFTER TIME	DATE TIME GROUP
					121045Z FEB 82
SIGNATURE & GRADE OF RELEASER				SECURITY CLASSIFICATION	

A-09
22

1. XXXXXXXXXX
2. B3T42 XMT F5Y36
3. DE L6P13 NR 14
4. T N2P29
5. R 121045Z FEB 82 ZEV
6. FM E8C27
7. TO H4Z55
8. INFO J3P41
9. XMT R9F33

**EXEMPT
ADDRESSEE**

**B3T42 EXEMPT F5Y36
THIS IS L6P13
MESSAGE NUMBER 14
RELAY TO N2P29**

MESSAGE FORM		PRECEDENCE		HOW SENT	SECURITY CLASSIFICATION
PAGE	OF	ACT	INFO		
		R R	R R		
FROM: E8C27					
TO: H4Z55					
INFO J3P41					
EXEMPT R9F33					
SIGNATURE & GRADE OF DRAFTER				DRAFTER TIME	DATE TIME GROUP
					121045Z FEB 82
SIGNATURE & GRADE OF RELEASER				SECURITY CLASSIFICATION	

1. XXXXXXXXXX
2. B3T42 XMT F5Y36
3. DE L6P13 NR 14
4. T N2P29
5. R 121045Z FEB 82 ZEV
6. FM CDR 2ND BN
7. TO S-3 2ND BN
8. INFO CDR CO C 2ND BN
9. XMT CDR HHC 2ND BN

**TITLE AND UNIT
OF ORIGINATOR
AND ADDRESSEE**

B3T42 EXEMPT F5Y36
THIS IS L6P13
MESSAGE NUMBER 14
RELAY TO N2P29

MESSAGE FORM		PRECEDENCE		HOW SENT	SECURITY CLASSIFICATION
PAGE	OF	ACT	INFO		
		R R	R R		
FROM: CDR 2ND BN					
TO: S-3 2ND BN					
INFO: CDR CO C 2ND BN					
EXEMPT CDR HHC 2ND BN					
SIGNATURE & GRADE OF DRAFTER				DRAFTER TIME	DATE TIME GROUP
					121045Z FEB 82
SIGNATURE & GRADE OF RELEASER				SECURITY CLASSIFICATION	

DA FORM 4004
1 FEB 77

A-09
24

1. XXXXXXXXXX
2. B3T42 XMT F5Y36
3. DE L6P13 NR 14
4. T N2P29
5. R 121045Z FEB 82 ZEV
6. FM E8C27
7. TO H4Z55
8. INFO J3P41
9. XMT R9F33
10. DOD ←

ACCOUNTING
INFORMATION

B3T42 EXEMPT F5Y36
THIS IS L6P13
MESSAGE NUMBER 14
RELAY TO N2P29

MESSAGE FORM		PRECEDENCE		HOW SENT	SECURITY CLASSIFICATION
		ACT	INFO		
PAGE	OF	R R	R R		
FROM: E8C27					
TO: H4Z55					
INFO J3P41					
EXEMPT R9F33					
SIGNATURE & GRADE OF DRAFTER				DRAFTER TIME	DATE TIME GROUP
					121045Z FEB 82
SIGNATURE & GRADE OF RELEASER				SECURITY CLASSIFICATION	

DA FORM 4004
1 FEB 77

A-09
25

1. XXXXXXXXXX
2. B3T42 XMT F5Y36
3. DE L6P13 NR 14
4. T N2P29
5. R 121045Z FEB 82 ZEV
6. FM E8C27
7. TO H4Z55
8. INFO J3P41
9. XMT R9F33
10. DOD (GR 15 or GRNC) ←

**GROUP
DESIGNATION**

B3T42 EXEMPT F5Y36
THIS IS L6P13
MESSAGE NUMBER 14
RELAY TO N2P29

MESSAGE FORM		PRECEDENCE		HOW SENT	SECURITY CLASSIFICATION
		ACT	INFO		
PAGE	OF	R R	R R		
FROM: E8C27					
TO: H4Z55					
INFO J3P41					
EXEMPT R9F33					
(GROUPS 15 or GROUP NO COUNT)					
SIGNATURE & GRADE OF DRAFTER		DRAFTER TIME		DATE TIME GROUP	
		121045Z		121045Z FEB 82	
SIGNATURE & GRADE OF RELEASER				SECURITY CLASSIFICATION	

DA FORM 4004
1 FEB 77

A-09
26

Table 2: Message Text

TEXT	
RADIO	RADIO TELETYPE
11. First Separation = BREAK	First Separation = BT
12. Text = Subject Matter = Internal instructions and thoughts and ideas of the originator	Text = Subject Matter = Internal instructions and thoughts and ideas of the originator
13. Second Separation = BREAK	Second Separation = BT

1. XXXXXXXXXX
2. B3T42 XMT F5Y36
3. DE L6P13 NR 14
4. T N2P29
5. R 121045Z FEB 82 ZEV
6. FM E8C27
7. TO H4Z55
8. INFO J3P41
9. XMT R9F33
10. DOD (GR 15 or GRNC)
11. BT ←

**FIRST
SEPARATION**

B3T42 EXEMPT F5Y36
THIS IS L6P13
MESSAGE NUMBER 14
RELAY TO N2P29

MESSAGE FORM		PRECEDENCE		HOW SENT	SECURITY CLASSIFICATION
PAGE	OF	ACT	INFO		
		R R	R R		
FROM: E8C27					
TO: H4Z55					
INFO J3P41					
EXEMPT R9F33					
(GROUPS 15 or GROUP NO COUNT					
BREAK					
SIGNATURE & GRADE OF DRAFTER		DRAFTER TIME		DATE TIME GROUP	
				121045Z FEB 82	
SIGNATURE & GRADE OF RELEASER				SECURITY CLASSIFICATION	

DA FORM 4004
1 FEB 77

A-09
28

1. XXXXXXXXXX
2. B3T42 XMT F5Y36
3. DE L6P13 NR 14
4. T N2P29
5. R 121045Z FEB 82 ZEV
6. FM E8C27
7. TO H4Z55
8. INFO J3P41
9. XMT R9F33
10. DOD
11. BT
12. PLAN HOTEL WILL GO INTO EFFECT AT 0830 ON 24
FEB. NOTIFY SUBORDINATE UNITS IMMEDIATELY.

TEXT

B3T42 EXEMPT F5Y36
THIS IS L6P13
MESSAGE NUMBER 14
RELAY TO N2P29

MESSAGE FORM		PRECEDENCE		HOW SENT	SECURITY CLASSIFICATION
		ACT	INFO		
PAGE	OF	RR	RR		
FROM: E8C27					
TO: H4Z55					
INFO J3P41					
EXEMPT R9F33					
BREAK					
PLAN MOTEL WILL GO INTO EFFECT AT 0830 ON					
24 FEB. NOTIFY SUBORDINATE UNITS					
IMMEDIATELY.					
SIGNATURE & GRADE OF DRAFTER			DRAFTER TIME		DATE TIME GROUP
					121045Z FEB 82
SIGNATURE & GRADE OF RELEASER				SECURITY CLASSIFICATION	

DA FORM 4004
FEB 77

A-09
29

1. XXXXXXXXXXXX
2. B3T42 XMT F5Y36
3. DE L6P13 NR 14
4. T N2P29
5. R 121045Z FEB 82 ZEV
6. FM E8C27
7. TO H4Z55
8. INFO J3P41
9. XMT R9F33
10. DOD GR 15
11. BT
12. ZRTUB BMEPO MQWER ZSETY PTYRE
FUGRJ CBEHT AZCBN GOPTY MPTRE
VFEQM WXZCB IJLKD FBCXE BHUWM

B3T42 EXEMPT F5Y36
THIS IS L6P13
MESSAGE NUMBER 14
RELAY TO N2P29

TEXT

MESSAGE FORM		PRECEDENCE		HOW SENT	SECURITY CLASSIFICATION
PAGE	OF	ACT	INFO		
		RR	RR		
FROM: E8C27					
TO: H4Z55					
INFO J3P41					
EXEMPT R9F33					
GROUPS 15					
BREAK					
ZRTUB BMEPO MQWER ZSETY PTYRE FUGRJ CBEHT AZCBN					
GOPTY MPTRE VFEQM WXZCB IJLKD FBCXE BHUWM					
SIGNATURE & GRADE OF DRAFTER		DRAFTER TIME		DATE TIME GROUP	
				121045Z FEB 82	
SIGNATURE & GRADE OF RELEASER				SECURITY CLASSIFICATION	

1. XXXXXXXXXXXX
2. B3T42 XMT F5Y36
3. DE L6P13
4. T N2P29
5. R 121045Z FEB 82 ZEV
6. FM E8C27
7. TO H4Z55
8. INFO J3P41
9. XMT R9F33
10. DOD
11. BT

SECURITY
CLASSIFICATION

12. UNCLAS ←
PLAN HOTEL WILL GO INTO EFFECT AT 0830 ON
24 FEB. NOTIFY SUBORDINATE UNITS IMMEDIATELY.

B3T42 EXEMPT F5Y36
THIS IS L6P13
MESSAGE NUMBER 14
RELAY TO N2P29

MESSAGE FORM		PRECEDENCE		HOW SENT	SECURITY CLASSIFICATION
		ACT	INFO		
PAGE	OF	RR	RR		UNCLASSIFIED
FROM: E8C27					
TO: H4Z55					
INFO J3P41					
EXEMPT R9F33					
BREAK					
PLAN MOTEL WILL GO INTO EFFECT AT 0830 ON					
24 FEB. NOTIFY SUBORDINATE UNITS IMMEDIATELY.					
SIGNATURE & GRADE OF DRAFTER		DRAFTER TIME		DATE TIME GROUP	
				121045 FEB 82	
SIGNATURE & GRADE OF RELEASER				SECURITY CLASSIFICATION	
				UNCLASSIFIED	

DA FORM 4004
1 FEB 77

A-09
31

1. XXXXXXXXXX
2. B3T42 XMT F5Y36
3. DE L6P13 NR 14
4. T N2P29
5. R 121045Z FEB 82 ZEV
6. FM E8C27
7. TO H4Z55
8. INFO J3P41
9. XMT R9F33
10. DOD
11. BT
12. UNCLAS
PLAN HOTEL WILL GO INTO EFFECT AT 0830 ON
24 FEB. NOTIFY SUBORDINATE UNITS IMMEDIATELY.
13. BT ←

**SECOND
SEPARATION**

B3T42 EXEMPT F5Y36
THIS IS L6P13
MESSAGE NUMBER 14
RELAY TO N2P29

MESSAGE FORM		PRECEDENCE		HOW SENT	SECURITY CLASSIFICATION
		ACT	INFO		
PAGE	OF	RR	RR		UNCLASSIFIED
FROM: E8C27					
TO: H4Z55					
INFO J3P41					
EXEMPT R9F33					
BREAK					
PLAN MOTEL WILL GO INTO EFFECT AT 0830					
ON 24 FEB. NOTIFY SUBORDINATE UNITS					
IMMEDIATELY.					
BREAK					
SIGNATURE & GRADE OF DRAFTER			DRAFTER TIME		DATE TIME GROUP
					121045Z FEB 82
SIGNATURE & GRADE OF RELEASER				SECURITY CLASSIFICATION	
				UNCLASSIFIED	

DA FORM 4004
1 FEB 77

A-09
32

**Table 3: Message Ending
ENDING**

	RADIO	RADIO TELETYPE
14.	Time Group = TIME + Hours, minutes, zone ----- -----	Time Group = ----- Hours, minutes, zone Confirmation = CFN + parts confirmed
15.	Corrections = CORRECTION + location and part corrected ----- ----- ----- Final Instructions such as: WAIT MORE TO FOLLOW READ BACK AUTHENTICATION IS__	Corrections = C + location and part corrected Filing Time = Day of month/ Hours, minutes, zone Final Instructions such as: AS B ZDK -----
16.	Ending Sign such as: OVER OUT	Ending Sign such as: K AR

1. XXXXXXXXXXXX
2. B3T42 XMT F5Y36
3. DE L6P13 NR 14
4. T N2P29
5. R 121045Z FEB 82 ZEV
6. FM E8C27
7. TO H4Z55
8. INFO J3P41
9. XMT R9F33
10. DOD
11. BT
12. UNCLAS
PLAN HOTEL WILL GO INTO EFFECT AT 0830 ON
24 FEB. NOTIFY SUBORDINATE UNITS IMMEDIATELY.
13. BT
14. (1045Z) ← Not needed since entered on line 5

TIME
GROUP

B3T42 EXEMPT F5Y36
THIS IS L6P13
MESSAGE NUMBER 14
RELAY TO N2P29

Radio operator
says:

TIME. . . .
and adds

MESSAGE FORM		PRECEDENCE		HOW SENT	SECURITY CLASSIFICATION
PAGE	OF	ACT	INFO		
		RR	RR		UNCLASSIFIED
FROM: E8C27					
TO: H4Z55					
INFO J3P41					
EXEMPT R9F33					
BREAK					
PLAN MOTEL WILL GO INTO EFFECT AT 0830					
ON 24 FEB. NOTIFY SUBORDINATE UNITS					
IMMEDIATELY.					
BREAK					
SIGNATURE & GRADE OF DRAFTER		DRAFTER TIME		DATE TIME GROUP	
		1045Z		121045Z FEB 82	
SIGNATURE & GRADE OF RELEASER				SECURITY CLASSIFICATION	
				UNCLASSIFIED	

1. XXXXXXXXXXXX
2. B3T42 XMT F5Y36
3. DE L6P13 NR 14
4. T N2P29
5. R 121045Z FEB 82 ZEV
6. FM E8C27
7. TO H4Z55
8. INFO J3P41
9. XMT R9F33
10. DOD
11. BT
12. UNCLAS
PLAN HOTEL WILL GO INTO EFFECT AT 0830 ON
24 FEB. NOTIFY SUBORDINATE UNITS IMMEDIATELY.
13. BT
14. (1045Z) CFN 0830 ← CONFIRMATION

B3T42 EXEMPT F5Y36
THIS IS L6P13
MESSAGE NUMBER 14
RELAY TO N2P29

MESSAGE FORM		PRECEDENCE		HOW SENT	SECURITY CLASSIFICATION
PAGE	OF	ACT	INFO		
1	14	RR	RR		UNCLASSIFIED
FROM: E8C27					
TO: H4Z55					
INFO J3P41					
EXEMPT R9F33					
BREAK					
PLAN HOTEL WILL GO INTO EFFECT AT 0830					
ON 24 FEB. NOTIFY SUBORDINATE UNITS					
IMMEDIATELY.					
BREAK					
SIGNATURE & GRADE OF DRAFTER		DRAFTER TIME		DATE TIME GROUP	
		1045Z		121045Z FEB 82	
SIGNATURE & GRADE OF RELEASER				SECURITY CLASSIFICATION	
				UNCLASSIFIED	

A-09
35

1. XXXXXXXXXXXX
2. B3T42 XMT F5Y36
3. DE L6P13 NR 14
4. T N2P29
5. R 121045Z FEB 82 ZEV
6. FM E8C27
7. TO H4Z55
8. INFO J3P41
9. XMT R9F33
10. DOD
11. BT
12. UNCLAS
PLAN HOTEL WILL GO INTO EFFECT AT 0830 ON
24 FEB. NOTIFY SUBORDINATE UNITS IMMEDIATELY.
13. BT
14. (1045Z) CFN 0830 24 FEB
15. C WA PLAN MOTEL ←

CORRECTION

↓
Radio operator
makes correction
orally.

B3T42 EXEMPT F5Y36
THIS IS L6P13
MESSAGE NUMBER 14
RELAY TO N2P29

MESSAGE FORM		PRECEDENCE		HOW SENT	SECURITY CLASSIFICATION
PAGE	OF	ACT	INFO		
		RR	RR		UNCLASSIFIED
FROM: E8C27					
TO: H4Z55					
INFO J3P41					
EXEMPT R9F33					
BREAK					
PLAN MOTEL WILL GO INTO EFFECT AT 0830					
ON 24 FEB. NOTIFY SUBORDINATE UNITS					
IMMEDIATELY.					
BREAK					
SIGNATURE & GRADE OF DRAFTER		DRAFTER TIME		DATE TIME GROUP	
		1045Z		121045Z FEB 82	
SIGNATURE & GRADE OF RELEASER				SECURITY CLASSIFICATION	
				UNCLASSIFIED	

1. XXXXXXXXXXXX
2. B3T42 XMT F5Y36
3. DE L6P13 NR 14
4. T N2P29
5. R 121045Z FEB 82 ZEV
6. FM E8C27
7. TO H4Z55
8. INFO J3P41
9. XMT R9F33
10. DOD
11. BT
12. UNCLAS
PLAN HOTEL WILL GO INTO EFFECT AT 0830 ON
24 FEB. NOTIFY SUBORDINATE UNITS IMMEDIATELY.
13. BT
14. (1045Z) CFN 0830 24 FEB
15. C WA PLAN MOTEL 12/1050Z ←

FILING TIME

B3T42 EXEMPT F5Y36
THIS IS L6P13
MESSAGE NUMBER 14
RELAY TO N2P29

MESSAGE FORM	PRECEDENCE		HOW SENT	SECURITY CLASSIFICATION
	ACT	INFO		
PAGE OF	RR	RR		UNCLASSIFIED
FROM: E8C27				
TO: H4Z55				
INFO J3P41				
EXEMPT R9F33				
BREAK				
PLAN MOTEL WILL GO INTO EFFECT AT 0830				
ON 24 FEB. NOTIFY SUBORDINATE UNITS				
IMMEDIATELY.				
BREAK				
SIGNATURE & GRADE OF DRAFTER		DRAFTER TIME		DATE TIME GROUP
		1045Z		121045Z FEB 82
SIGNATURE & GRADE OF RELEASER			SECURITY CLASSIFICATION	
			UNCLASSIFIED	

A-09
37

1. XXXXXXXXXX
2. B3T42 XMT F5Y36
3. DE L6P13 NR 14
4. T N2P29
5. R 121045Z FEB 82 ZEV
6. FM E8C27
7. TO H4Z55
8. INFO J3P41
9. XMT R9F33
10. DOD
11. BT
12. UNCLAS
PLAN HOTEL WILL GO INTO EFFECT AT 0830 ON
24 FEB. NOTIFY SUBORDINATE UNITS IMMEDIATELY.
13. BT
14. (1045Z) CFN 0830 24 FEB
15. C WA PLAN MOTEL 12/1050Z AS

FINAL
INSTRUCTIONS
Wait

Radio operator says:
WAIT

B3T42 EXEMPT F5Y36
THIS IS L6P13
MESSAGE NUMBER 14
RELAY TO N2P29

MESSAGE FORM		PRECEDENCE		HOW SENT	SECURITY CLASSIFICATION
PAGE	OF	ACT	INFO		
		RR	RR		UNCLASSIFIED
FROM: E8C27					
TO: H4Z55					
INFO J3P41					
EXEMPT R9F33					
PLAN MOTEL WILL GO INTO EFFECT AT 0830					
ON 24 FEB. NOTIFY SUBORDINATE UNITS					
IMMEDIATELY.					
BREAK					
SIGNATURE & GRADE OF DRAFTER		DRAFTER TIME		DATE TIME GROUP	
		1045Z		121045Z FEB 82	
SIGNATURE & GRADE OF RELEASER				SECURITY CLASSIFICATION	
				UNCLASSIFIED	

A-09
38

1. XXXXX
2. B3T42 XMT F5Y36
3. DE L6P13 NR 14
4. T N2P29
5. R 121045Z FEB 82 ZEV
6. FM E8C27
7. TO H4Z55
8. INFO J3P41
9. XMT R9F33
10. DOD
11. BT
12. UNCLAS
PLAN HOTEL WILL GO INTO EFFECT AT 0830 ON
24 FEB. NOTIFY SUBORDINATE UNITS IMMEDIATELY.
13. BT
14. (1045Z) CFN 0830 24 FEB
15. C WA PLAN MOTEL 12/1050Z

**FINAL
INSTRUCTIONS**

Transmission
Authentication

Radio operator says:
**AUTHENTICATION IS
I U**

B3T42 EXEMPT F5Y36
THIS IS L6P13
MESSAGE NUMBER 14
RELAY TO N2P29

MESSAGE FORM		PRECEDENCE		HOW SENT	SECURITY CLASSIFICATION
PAGE	OF	ACT	INFO		
		RR	RR		UNCLASSIFIED
FROM: E8C27					
TO: H4Z55					
INFO J3P41					
EXEMPT R9F33					
BREAK					
PLAN MOTEL WILL GO INTO EFFECT AT 0830					
ON 24 FEB. NOTIFY SUBORDINATE UNITS					
IMMEDIATELY.					
BREAK					
.					
SIGNATURE & GRADE OF DRAFTER		DRAFTER TIME		DATE TIME GROUP	
		1045Z		121045Z FEB 82	
SIGNATURE & GRADE OF RELEASER				SECURITY CLASSIFICATION	
				UNCLASSIFIED	

A-09
39

1. XXXXX
2. B3T42 XMT F5Y36
3. DE L6P13 NR 14
4. T N2P29
5. R 121045Z FEB 82 ZEV
6. FM E8C27
7. TO H4Z55
8. INFO J3P41
9. XMT R9F33
10. DOD
11. BT
12. UNCLAS
PLAN HOTEL WILL GO INTO EFFECT AT 0830 ON
24 FEB. NOTIFY SUBORDINATE UNITS IMMEDIATELY.
13. BT
14. (1045Z) CFN 0830 24 FEB
15. C WA PLAN MOTEL 12/1050Z ZDK
16. K ←

ENDING
SIGN

B3T42 EXEMPT F5Y36
THIS IS L6P13
MESSAGE NUMBER 14
RELAY TO N2P29

MESSAGE FORM		PRECEDENCE		HOW SENT	SECURITY CLASSIFICATION
PAGE	OF	ACT	INFO		
		RR	RR		UNCLASSIFIED
FROM: E8C27					
TO: H4Z55					
EXEMPT R9P33					
BREAK					
PLAN MOTEL WILL GO INTO EFFECT AT 0830					
ON 24 FEB. NOTIFY SUBORDINATE UNITS					
IMMEDIATELY.					
BREAK					
OVER					
SIGNATURE & GRADE OF DRAFTER		DRAFTER TIME		DATE TIME GROUP	
		1045Z		121045Z FEB 82	
SIGNATURE & GRADE OF RELEASER				SECURITY CLASSIFICATION	
				UNCLASSIFIED	

DA FORM 4004
1 FEB 77

A-09
40

1. XXXXX
2. B3T42 XMT F5Y36
3. DE L6P13 NR 14
4. T N2P29
5. R 121045Z FEB 82 ZEV
6. FM E8C27
7. TO H4Z55
8. INFO J3P41
9. XMT R9F33
10. DOD
11. BT
12. UNCLAS
PLAN HOTEL WILL GO INTO EFFECT AT 0830 ON
24 FEB. NOTIFY SUBORDINATE UNITS IMMEDIATELY.
13. BT
14. (1045Z) CFN 0830 24 FEB
15. C WA PLAN MOTEL 12/1050Z ZDK
16. K

B3T42 EXEMPT F5Y36
THIS IS L6P13
MESSAGE NUMBER 14
RELAY TO N2P29

OPERATOR'S
SERVICE

MESSAGE FORM		PRECEDENCE		HOW SENT	SECURITY CLASSIFICATION
PAGE	OF	ACT	INFO		
		RR	RR		UNCLASSIFIED
FROM: E8C27					
TO: H4Z55					
INFO J3P41					
EXEMPT R9F33					
BREAK					
PLAN MOTEL WILL GO INTO EFFECT AT 0830					
ON 24 FEB. NOTIFY SUBORDINATE UNITS					
IMMEDIATELY.					
BREAK					
OVER					
121052Z/MS					
SIGNATURE & GRADE OF DRAFTER		DRAFTER TIME		DATE TIME GROUP	
		1045Z		121045Z FEB 82	
SIGNATURE & GRADE OF RELEASER				SECURITY CLASSIFICATION	
				UNCLASSIFIED	

DA FORM 4004
1 FEB 77

A-09
41

Sending Operator Entries

**H
E
A
D
I
N
G**

- | | | |
|-----|-----------------------------------|--|
| 2. | Receiving station(s) call sign(s) | <u>Exempt station(s) call sign(s)</u> |
| 3. | Sending station call sign | Message(R) Number(s) |
| 4. | <u>Transmission instructions</u> | |
| 5. | <u>Precedence</u> | <u>Date-Time-Group</u> <u>Message instructions</u> |
| 6. | Originator | |
| 7. | Action addressee(s) | |
| 8. | <u>Information addressee(s)</u> | |
| 9. | <u>Exempt addressee(s)</u> | |
| 10. | <u>Accounting information</u> | <u>Group designation</u> |

11. Separation

**T
E
X
T**

12. Test of message
Internal instructions
Thoughts or ideas of originator

13. Separation

**E
N
D
I
N
G**

- | | | | |
|-----|--------------------|------------------------|---------------------------|
| 14. | <u>Time group</u> | <u>Confirmation(T)</u> | |
| 15. | <u>Corrections</u> | <u>Filing time (T)</u> | <u>Final instructions</u> |
| 16. | Ending sign | | |

Note: Underlined elements are optional. All other elements are mandatory

(R) = Radio operator only

(T) = Teletype operator only

**Receiving Operator Entries
(Radio Operator Only)**

1. **Message**
2. **Operator's Service**
 - Date-Time-Group**
 - Day of month (2 digits)**
 - Hour of day (2 digits)**
 - Minutes (2 digits)**
 - Zone (1 letter)**
 - Operator's initials**
3. **Authentication Status**
 - "Not authenticated"**

**Note: Underlined elements are optional.
All other elements are mandatory.**

1. XXXXX
2. B3T42 XMT F5Y36
3. DE L6P13 NR 14
4. T N2P29
5. R 121045Z FEB 82 ZEV
6. FM E8C27 _____ CDR 2ND BN
7. TO H4Z55 _____ S-3 2ND BN
8. INFO J3P41 _____ CDR CO C 2ND BN
9. XMT R9F33
10. DOD
11. BT
12. UNCLAS
PLAN HOTEL WILL GO INTO EFFECT AT 0830 ON
24 FEB. NOTIFY SUBORDINATE UNITS IMMEDIATELY.
13. BT
14. (1045Z) CFN 0830 24 FEB
15. C WA PLAN MOTEL 12/1050Z ZDK
16. K

B3T42 EXEMPT F5Y36
THIS IS L6P13
MESSAGE NUMBER 14
RELAY TO N2P29

ADDRESSEES IN
PLAIN LANGUAGE

MESSAGE FORM		PRECEDENCE		HOW SENT	SECURITY CLASSIFICATION
PAGE	OF	ACT	INFO		
		RR	RR		UNCLASSIFIED
FROM: E8C27 CDR 2ND BN					
TO: H4Z55 S-3 2ND BN					
INFO J3P41 CDR CO C 2ND BN					
EXEMPT R9F33					
BREAK					
PLAN MOTEL WILL GO INTO EFFECT AT 0830					
ON 24 FEB. NOTIFY SUBORDINATE UNITS					
IMMEDIATELY.					
BREAK					
OVER					
1210322/MS					
SIGNATURE & GRADE OF DRAFTER		DRAFTER TIME		DATE TIME GROUP	
		1045Z		121045Z FEB 82	
SIGNATURE & GRADE OF RELEASER				SECURITY CLASSIFICATION	
				UNCLASSIFIED	

DA FORM 4004
1 FEB 77

A-09
44

1. XXXXX
2. B3T42 XMT F5Y36
3. DE L6P13 NR 14
4. T N2P29
5. R 121045Z FEB 82 ZEV
6. FM E8C27
7. TO H4Z55
8. INFO J3P41
9. XMT R9F33
10. DOD
11. BT
12. UNCLAS
PLAN HOTEL WILL GO INTO EFFECT AT 0830 ON
24 FEB. NOTIFY SUBORDINATE UNITS IMMEDIATELY.
13. BT
14. (1045Z) CFN 0830 24 FEB
15. C WA PLAN MOTEL 12/1050Z ZDK
16. K

B3T42 EXEMPT F5Y36
THIS IS L6P13
MESSAGE NUMBER 14
RELAY TO N2P29

CORRECTION WORD
AFTER PLAN MOTEL
READ BACK
AUTHENTICATION IS T U

ROUTINE

MESSAGE FORM		PRECEDENCE		HOW SENT	SECURITY CLASSIFICATION
PAGE	OF	ACT	INFO		
		RR	RR		UNCLASSIFIED
FROM: E8C27					
TO: H4Z55					
INFO J3P41					
EXEMPT R9F33					
BREAK					
PLAN MOTEL WILL GO INTO EFFECT AT 0830					
ON 24 FEB. NOTIFY SUBORDINATE UNITS					
IMMEDIATELY.					
BREAK					
OVER					
SIGNATURE & GRADE OF DRAFTER			DRAFTER TIME	DATE TIME GROUP	
			1045Z	121045Z FEB 82	
SIGNATURE & GRADE OF RELEASER				SECURITY CLASSIFICATION	
				UNCLASSIFIED	

TIME

A-09
45

SPOKEN MESSAGE

B3T42 EXEMPT F5Y36

THIS IS L6P13 MESSAGE NUMBER 14

RELAY TO N2P29

ROUTINE 121045Z FEBRUARY 82

FROM E8C27

TO H4Z55

INFO J3P41

EXEMPT R9F33

BREAK

UNCLASSIFIED. PLAN HOTEL WILL GO INTO EFFECT
AT 0830 ON 24 FEB. NOTIFY SUBORDINATE UNITS
IMMEDIATELY

BREAK

CORRECTION WORD AFTER PLAN MOTEL

READ BACK

AUTHENTICATION IS TANGO UNIFORM

OVER

PRINTED MESSAGE

B3T42 EXEMPT F5Y36 CORRECTION WORD AFTER
THIS IS L6P13 PLAN MOTEL
MESSAGE NUMBER 14 READ BACK
RELAY TO N2P29 AUTHENTICATION IS I U

ROUTINE

MESSAGE FORM		PRECEDENCE		HOW SENT	SECURITY CLASSIFICATION
		ACT	INFO		
PAGE	OF	RR	RR		UNCLASSIFIED
FROM: E8C27					
TO: H4Z55					
INFO J3P41					
EXEMPT R9P33					
BREAK					
PLAN MOTEL WILL GO INTO EFFECT AT 0830					
ON 24 FEB. NOTIFY SUBORDINATE UNITS					
IMMEDIATELY.					
BREAK					
OVER					
SIGNATURE & GRADE OF DRAFTER			DRAFTER TIME	DATE TIME GROUP	
			1045Z	121045Z FEB 82	
SIGNATURE & GRADE OF RELEASER			SECURITY CLASSIFICATION		
			UNCLASSIFIED		

DA FORM 4004
1 FEB 77

TIME

A-09
46

SPOKEN MESSAGE

B3T42 EXEMPT F5Y36

THIS IS L6P13 MESSAGE NUMBER 14

RELAY TO N2P29

ROUTINE 121045Z FEBRUARY 82

FROM E8C27

TO H4Z55

INFO J3P41

EXEMPT R9F33

BREAK

UNCLASSIFIED

**PLAN HOTEL WILL GO INTO EFFECT AT 0830
ON 24 FEBRUARY. NOTIFY SUBORDINATE UNITS
IMMEDIATELY.**

BREAK

CORRECTION WORD AFTER PLAN MOTEL READ BACK

AUTHENTICATION IS T U

OVER

TYPED MESSAGE

B3T42 XMT F5Y36

DE L6P13 NR 14

T N2P29

R 121045Z FEB 82 ZEV

FM E8C27

TO H4Z55

INFO J3P41

XMT R9F33

DOD

BT

UNCLAS

**PLAN HOTEL WILL GO INTO EFFECT AT 0830
ON 24 FEB. NOTIFY SUBORDINATE UNITS
IMMEDIATELY.**

BT.

(1045Z) CFN 0830 24 FEB

C WA PLAN MOTEL 12/1050Z ZDK

K

A-09
47

1. XXXX
2. B3T42 XMT F5Y36
3. DE L6P13 NR 14
4. T N2P29
5. R 121045Z FEB 82 ZEV
6. FM E8C27
7. TO H4Z55
8. INFO J3P41
9. XMT R9F33
10. DOD
11. BT
12. UNCLAS
PLAN HOTEL WILL GO INTO EFFECT AT 0830 ON
24 FEB. NOTIFY SUBORDINATE UNITS IMMEDIATELY.
13. BT
14. (1045Z) CFN 0830 24 FEB
15. C WA PLAN MOTEL 12/1050Z ZDK
16. K

ALL
OPTIONAL
ELEMENTS
INCLUDED

1. XXXX
2. B3T42
3. DE L6P13 NR 14
5. R 121045Z FEB 82
6. FM E8C27
7. TO, H4Z55
11. BT
12. UNCLAS
PLAN HOTEL WILL GO INTO EFFECT AT 0830 ON
24 FEB. NOTIFY SUBORDINATE UNITS IMMEDIATELY.
13. BT
14. CFN 0830 24 FEB
15. 12/1050Z
16. K

MOST
OPTIONAL
ELEMENTS
OMITTED

A-09
48

B3T42 EXEMPT F5Y36
THIS IS L6P13
MESSAGE NUMBER 14
RELAY TO N2P29

MESSAGE FORM		PRECEDENCE		HOW SENT	SECURITY CLASSIFICATION
		ACT	INFO		
PAGE	OF	RR	RR		UNCLASSIFIED
FROM: E8C27					
TO: H4Z55					
INFO J3P41					
EXEMPT R9F33					
BREAK					
PLAN MOTEL WILL GO INTO EFFECT AT 0830					
ON 24 FEB. NOTIFY SUBORDINATE UNITS					
IMMEDIATELY.					
BREAK					
OVER					
SIGNATURE & GRADE OF DRAFTER				DRAFTER TIME	DATE TIME GROUP
				1045Z	121045Z FEB 82
SIGNATURE & GRADE OF RELEASER				SECURITY CLASSIFICATION	
				UNCLASSIFIED	

DA FORM 4004
1 FEB 77

B3T42
THIS IS L6P13
MESSAGE NUMBER 14

MESSAGE FORM		PRECEDENCE		HOW SENT	SECURITY CLASSIFICATION
		ACT	INFO		
PAGE	OF	RR	RR		UNCLASSIFIED
FROM: E8C27					
TO: H4Z55					
BREAK					
PLAN MOTEL WILL GO INTO EFFECT AT 0830					
ON 24 FEB. NOTIFY SUBORDINATE UNITS					
IMMEDIATELY.					
BREAK					
OVER					
SIGNATURE & GRADE OF DRAFTER				DRAFTER TIME	DATE TIME GROUP
				1045Z	121045Z FEB 82
SIGNATURE & GRADE OF RELEASER				SECURITY CLASSIFICATION	
				UNCLASSIFIED	

DA FORM 4004
1 FEB 77

A-09
49



FBSEP

RADIO TELETYPE OPERATOR

MOS 05C10

STUDENT GUIDE

05C FBSEP LESSON A-09

COMPARING AND CONTRASTING RADIO AND TELETYPE PROCEDURES

PREREQUISITE: None

MATERIALS REQUIRED: None

TYPE OF LESSON: Group paced

STUDENT GUIDE

FBSEP LESSON A-09

COMPARING AND CONTRASTING RADIO AND TELETYPE PROCEDURES

INTRODUCTION

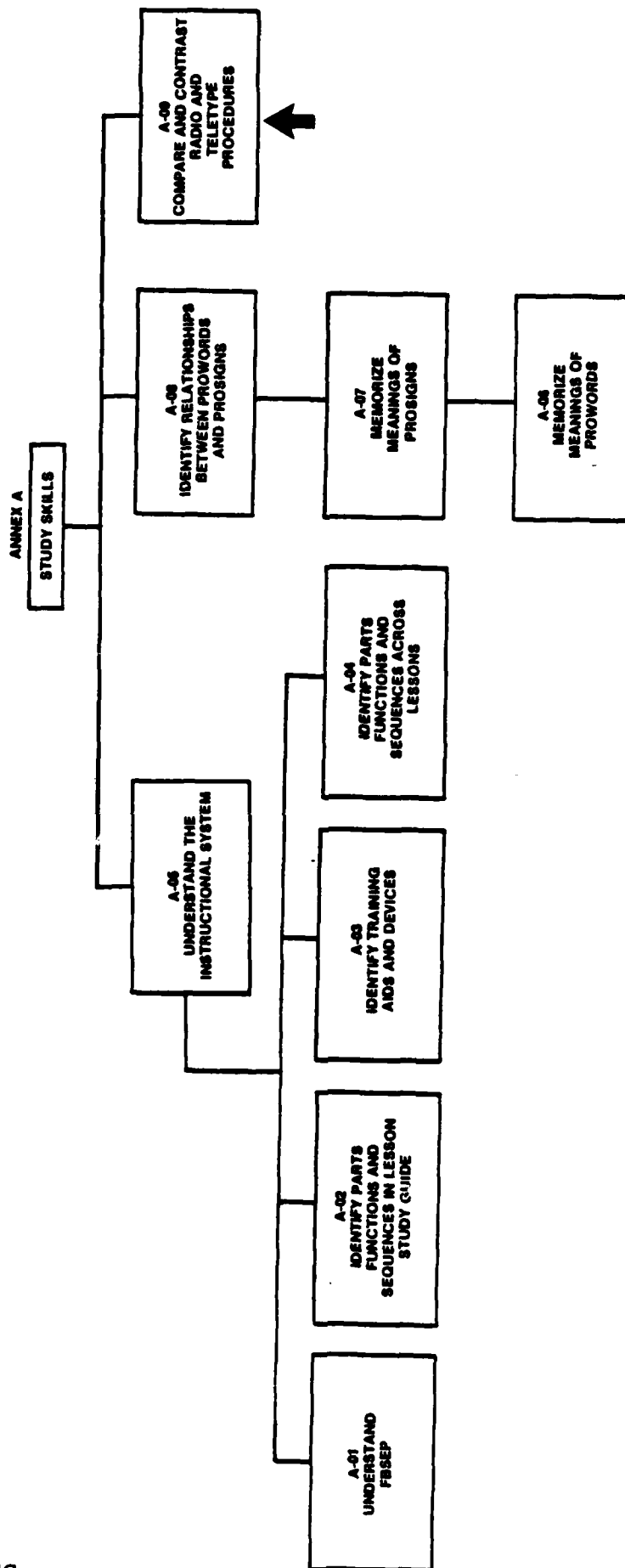
The most important part of a radio operator and a radio teletype operator's job is to send and receive messages. The Army has special rules which describe the format of a message. These rules spell out what information you include in a message, how you present it, and the sequence in which the information is presented. In some instances, the format for a radio message is the same as the format for a teletype message. In other instances, there are differences in message format. This lesson is designed to teach you the similarities and differences in radio and teletype message format and procedures.

The map on the fourth page shows you where this lesson fits in with the other lessons in the group. The lesson you are now reading is marked with an arrow.

You will use this Student Guide to follow your learning supervisor's explanation. You also will use this Student Guide to review the material and practice the skill that is presented by your learning supervisor.

During the Presentation section of this lesson, you will learn about the similarities and differences in radio and teletype message format and procedures.

In the Summary and Practice section of this lesson, you will have a chance to practice answering questions about similarities and differences in the format and procedures of radio and teletype messages.



OBJECTIVE: When you finish this lesson, you will be able to use tables to find answers to questions about the format and procedures used in radio and radio teletype messages.

To help you find answers to questions about the format and procedures used in radio and radio teletype messages, you should do the following:

1. Read the question and alternative answers carefully.
2. Find the table which has the answer to the question.
3. Find the answer in the table.
4. Print the correct answer on your answer sheet.

PRESENTATION

This lesson is presented by a learning supervisor. Pay close attention to his/her explanation and feel free to ask questions if there are things that you do not understand.

You should review his/her presentation by studying the material found later in this Student Guide. It summarizes the main points of the learning supervisor's presentation. After you have had the learning supervisor's presentation and studied the material in this Student Guide, you will be ready for the Study Exercise and the Practice Exercise.

MESSAGE FORM		PRECEDENCE		HOW SENT	SECURITY CLASSIFICATION
		ACT	INFO		
PAGE	OF				
FROM:					
TO:					
SIGNATURE & GRADE OF DRAFTER				DRAFTER TIME	DATE TIME GROUP
SIGNATURE & GRADE OF RELEASER				SECURITY CLASSIFICATION	

DA FORM 4004
1 FEB 77

Figure 1: DA Form 4004

A-09 SG
05C FBSEP

Table 1A: First Part of Message Heading

HEADING	
RADIO	RADIO TELETYPE
<p>2. Call Sign(s) of receiving station (s)</p> <p>Call sign(s) of exempt station(s) = EXEMPT + call sign</p>	<p>Call sign(s) of receiving station (s)</p> <p>Call sign(s) of exempt station(s) = XMT + call sign</p>
<p>3. Call sign of sending station = THIS IS + call sign</p> <p>MESSAGE</p> <p>Message/Station Serial Number = NUMBER + message number</p>	<p>Call sign of sending station = DE + call sign</p> <p>-----</p> <p>Message/Station Serial Number = NR + message number</p>
<p>4. Transmission Instructions such as: RELAY TO READ BACK DO NOT ANSWER WORDS TWICE RADIO CHECK -----</p>	<p>Transmission Instructions such as: T G F ----- ZBK (teletype check) ZEV (acknowledge message)</p>

Table 1B: Second Part of Message Heading

Heading (continued)	
RADIO	RADIO TELETYPE
<p>5. Precedence: FLASH IMMEDIATE PRIORITY ROUTINE</p> <p>Date-Time-Group = TIME +</p> <p>Day of month (2 digits) Hour of day (2 digits) Minutes (2 digits) Time Zone (1 letter) Month (3 letters) Year (2 digits)</p> <p>Message Instructions: Plain language</p>	<p>Precedence: Z O P R</p> <p>Date-Time-Group = -----</p> <p>Day of month (2 digits) Hour of day (2 digits) Minutes (2 digits) Time Zone (1 letter) Month (3 letters) Year (2 digits)</p> <p>Message Instructions: Operating Signals</p>
<p>6. Originator = FROM + title and unit of originator</p>	<p>Originator = FM + title and unit of originator</p>
<p>7. Action Addressee(s)= TO + title and unit of action addressee(s)</p>	<p>Action Addressee(s)= TO + title of unit of action addressee(s)</p>

*At times, the call sign may be used instead of title and unit.

STUDY EXERCISE 1

Get a sheet of paper and at the top PRINT Study Exercise #1.

One inch from the left margin, write the numbers 1 through 12, one below the other.

Below are 12 questions. Answer the questions by writing your answers next to the numbers. DO NOT WRITE IN THIS STUDENT GUIDE.

Look at Table 1A in this Student Guide to answer the first seven questions.

1. How many elements can be included on line #2 of a message?
2. Can there be more than one receiving station in a message?
3. The proword RELAY TO means the same as the prosign ____.
4. What prosign is used before the call sign of an exempt station in a teletype message?
5. What prosign means the same as the proword WORDS TWICE?
6. What is the first element on line #3?
7. What proword is used before the Message/station serial number in a radio message?

Look at Table 1B in this Student Guide to answer the last five questions.

8. The prosign P means the same as the proword ____.
9. How many digits are used to show the year in the Date-Time-Group?
10. How many letters are used to show the month in the Date-Time-Group?
11. What proword is used before the title and unit of the originator of a radio message?
12. Which part comes first on line #5, the Precedence or the Date-Time-Group?

A-09 SG
05C FBSEP

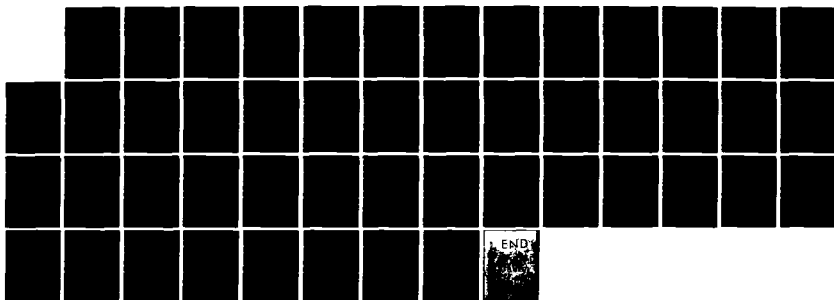
AD-A130 239

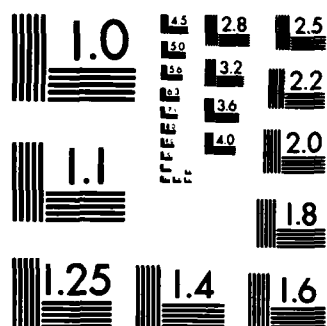
FBSEP (FUNCTIONAL BASIC SKILLS EDUCATION PROGRAM) RADIO 7/7
TELETYPE OPERATOR (U) PERSPECTIVE INSTRUCTIONAL
COMMUNICATIONS INC SAN DIEGO CA 30 JUL 83
DABT60-81-C-0027

UNCLASSIFIED

F/G 5/9

NL





MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

ANSWERS TO STUDY EXERCISE 1

Below are the answers to Study Exercise #1. Compare them with your answers and see how many questions you answered correctly. If you made any errors, look at Table 1A and 1B again to see where you made a mistake. If you have trouble, ask the learning supervisor to help you.

1. Two elements can be found on line #2, Call Sign of Receiving Station and Call Sign of Exempt Station.
2. Yes, there can be more than one receiving station in a message. The (s) after the word Sign and the (s) after the word Station means that there can be more than one.
3. The proword RELAY TO means the same as the prosign T.
4. The prosign XMT is used before the call sign of an exempt station in a teletype message.
5. There is no prosign which means the same as the proword WORDS TWICE.
6. The first element on line #3 is the Call sign of sending station.
7. The proword NUMBER is used before the Message/Station Serial number in a radio message.
8. The prosign P means the same as the proword PRIORITY.
9. Two digits are used to show the year in the Date-Time-Group.
10. Three letters are used to show the month in the Date-Time-Group.
11. The proword FROM is used before the title and unit of the originator of a radio message.
12. On line #5, the Precedence comes before the Date-Time-Group.

Table 1C: Third Part of Message Heading

Heading (continued)	
RADIO	RADIO TELETYPE
<p>8. Information Addressee (s)= INFO + title and unit of information addres- see(s)</p>	<p>Information Addressee(s)= INFO + title and unit of information addres- see(s)</p>
<p>9. Exempt Addressee (s)= EXEMPT + title and unit of exempt addressee(s)</p>	<p>Exempt Addressee (s)= XMT + title and unit of exempt addressee(s)</p>
<p>10. Accounting Information such as: ARC, DOD, etc.</p> <p>Group Designation = GROUPS + number of code groups</p> <p>GROUP NO COUNT</p>	<p>Accounting Information such as: ARC, DOD, etc.</p> <p>Group Designation = GR + number of code groups</p> <p>GRNC</p>

*At times, the call sign may be used instead of title
and unit.

Table 2: Message Text

TEXT		
	RADIO	RADIO TELETYPE
11.	First Separation = BREAK	First Separation = BT
12.	Text = Subject Matter = Internal instructions and thoughts and ideas of the originator	Text = Subject Matter = Internal instructions and thoughts and ideas of the originator
13.	Second Separation = BREAK	Second Separation = BT

STUDY EXERCISE 2

Get a sheet of paper and at the top PRINT Study Exercise #2.

One inch from the left margin, write the numbers 1 through 12, one below the other.

Below are 12 questions. Answer the questions by writing your answers next to the numbers. DO NOT WRITE IN THIS STUDENT GUIDE.

Look at Tables 1C and Table 2 in this Student Guide to answer the first eight questions.

1. Can there be more than one Information Addressee in a radio message?
2. What prosign is used before the title and unit of an Exempt Addressee in a teletype message?
3. On which line in a teletype message is Group Designation found?
4. The prosign GRNC means the same as the proword _____.
5. Which comes first on line #10 of a teletype message, Accounting Information or Group Designation?
6. What is included on line #12 of a teletype message?
7. On what two lines does separation appear in a teletype message?
8. The proword BREAK means the same as the prosign _____.

For the next four questions, try to recall what your learning supervisor said.

9. What do the letters ARC and DOD stand for?
10. What does an operator do if the text of the message will not fit on one line?

11. Are Information Addressees and Exempt Addressees always listed by their titles and units (e.g. Commander, 3rd Battalion)?
12. Are Originators and Action Addressees always listed by their titles and units?

ANSWERS TO STUDY EXERCISE 2

Below are the answers to Study Exercise #2. Compare them with your answers and see how many questions you answered correctly. If you made any errors, look at Tables 1C and 2 again to see where you made a mistake. If you have trouble, ask the learning supervisor to help you.

1. Yes, there can be more than one Information Addressee in a message. There also can be more than one Action Addressee and more than one Exempt Addressee.
2. XMT is the prosign used before listing the Exempt Addressee in a teletype message.
3. Group Designation is found on line 10.
4. The prosign GRNC means the same as the proword GROUPS NOT COUNTED.
5. Accounting Information comes before Group Designation.
6. Line #12 includes the Subject Matter . . . Internal Instructions and the Thoughts or Ideas of the Originator.
7. Separation appears on lines #11 and #13.
8. The proword BREAK means the same as the prosign BT.
9. ARC stands for American Red Cross. DOD stands for Department of Defense.
10. If the text of a message will not fit on one line, the operator uses more than one line. The operator uses as many lines as are needed.
11. No. Information and Exempt Addressees can be shown by their call sign or by their title and unit.
12. No. Originators and Action Addressees also can be shown by their call sign or by title and unit.

Table 3: Message Ending

ENDING	
RADIO	RADIO TELETYPE
<p>14. Time Group = TIME + Hours, minutes, zone ----- -----</p>	<p>Time Group = ---- Hours, minutes, zone Confirmation = CFN + parts confirmed</p>
<p>15. Corrections = CORRECTION + location and part corrected ----- ----- -----</p> <p>Final Instructions such as: WAIT MORE TO FOLLOW READ BACK AUTHENTICATION IS _ _</p>	<p>Corrections = C + location and part corrected Filing Time = Day of month/ Hours, minutes, zone</p> <p>Final Instructions such as: AS B ZDK -----</p>
<p>16. Ending Sign such as: OVER OUT</p>	<p>Ending Sign such as: K AR</p>

Table 4: Sending Operator Entries

H E A D I N G	2.	Receiving station(s) call sign(s)	<u>Exempt station(s) call sign(s)</u>
	3.	Sending station call sign	Message(R) Number(s)
	4.	<u>Transmission instructions</u>	
	5.	Precedence	Date-Time-Group <u>Message instructions</u>
	6.	Originator	
	7.	Action addressee(s)	
	8.	<u>Information addressee(s)</u>	
	9.	<u>Exempt addressee(s)</u>	
	10.	<u>Accounting information</u>	<u>Group designation</u>
	11.	Separation	
T E X T	12.	Text of message	
		<u>Internal Instructions</u> Thoughts or ideas of originator	
E N D I N G	13.	Separation	
	14.	<u>Time group</u>	<u>Confirmation(T)</u>
	15.	<u>Corrections</u>	Filing time (T) <u>Final Instructions</u>
	16.	Ending sign	

Note: Underlined elements are optional. All other elements are mandatory.

(R) = Radio operator only
(T) = Teletype operator only

STUDY EXERCISE 3

Get a sheet of paper and at the top PRINT Study Exercise #3.

One inch from the left margin, write the numbers 1 through 12, one below the other.

Below are 12 questions. Answer the questions by writing your answer next to the number. DO NOT WRITE IN THIS STUDENT GUIDE.

Look at Table 3 in the Student Guide to answer the first eight questions.

1. What kind of a message includes Filing Time?
2. The proword WAIT means the same as the prosign _____.
3. The operating signal ZDK means the same as the proword _____.
4. What proword is used in a radio message before the hours, minutes, and zone?
5. What prosign is used in a teletype message before the parts of the message that are confirmed?
6. Which part comes first in a teletype message, Filing Time or Final Instructions?
7. How many elements can be included on line #15 of a teletype message?
8. What is the second element on line #14 of a teletype message?

Look at Table 4 in this Student Guide to answer the next two questions.

9. Is the Originator a mandatory or optional element?
10. Is Sending station call sign a mandatory or optional element?

Look at Table 5 in this Student Guide to answer the next two questions.

11. Is Authentication Status a mandatory or optional element?
12. What are the two elements in Operator's Service?

Table 5: Receiving Operator Entries
(Radio Operator Only)

- | |
|----------------------------|
| 1. Message |
| 2. Operator's Service |
| Date-Time-Group |
| Day of month (2 digits) |
| Hour of day (2 digits) |
| Minutes (2 digits) |
| Zone (1 letter) |
| Operator's initials |
| 3. Authentication Status |
| <u>"Not authenticated"</u> |

Note: Underlined elements are optional.
All other elements are mandatory.

ANSWERS TO STUDY EXERCISE 3

Below are the answers to Study Exercise #3. Compare them with your answers and see how many questions you answered correctly. If you made any errors, look at Tables 3, 4, and 5 again to see where you made a mistake. If you have trouble, ask the learning supervisor to help you.

1. Filing Time is only used in teletype messages.
2. The proword WAIT means the same as the prosign AS.
3. The operating signal ZDK means the same as the proword READ BACK.
4. The proword used in a radio message before hours, minutes, and zone is TIME.
5. The prosign used in a teletype message before the part of the message that is confirmed is CFN.
6. In a teletype message, Filing Time comes before Final Instructions.
7. Three elements, Corrections, Filing Time, and Final Instructions, are on line #15 of a teletype message.
8. The second element on line #14 of a teletype message is Confirmation.
9. The Originator (call sign or title and unit) is mandatory.
10. Sending station's call sign is mandatory.
11. Authentication status is optional. It only is used when the radio message was NOT authenticated.
12. The two elements in Operator's Service are the date-time-group and the radio operator's initials.

SUMMARY AND PRACTICE

Now you will have a chance to see how much you have learned about the format and procedures followed in radio and radio teletype messages.

The Practice Exercise starts on the next page. When you complete the Practice Exercise, compare your answers with those shown in Answers to Practice Exercise.

After you have compared your answers and feel you are ready, ask for the Lesson Test.

PRACTICE EXERCISE

FOR THIS PRACTICE EXERCISE YOU MAY USE THE TABLES IN YOUR STUDENT GUIDE TO HELP YOU FIND THE ANSWER.

This Practice Exercise has three parts. After you complete all three parts, compare your answers with those found in the Answers To Practice Exercise. There is an explanation for each answer. Study the explanations carefully.

PRACTICE EXERCISE

Part 1

Below you see 13 elements of a message. Your job is to indicate if the element is found in the heading, text, or ending of a message.

On a separate sheet of paper write the numbers 1 through 13, one below the other. Each number stands for an element in a message.

If the element is found in the heading, print an H next to the element number.

If the element is found in the text, print a T next to the element number.

If the element is found in the ending, print an E next to the element number.

If the element is not found in a message, print an N next to the element number.

DO NOT WRITE IN THIS STUDENT GUIDE

Elements of a Message

1. Transmission instructions
2. Thoughts or ideas of originator
3. Exempt addressee
4. Date-time-group
5. Filing time
6. Signature of operator
7. Ending sign
8. Internal instructions
9. Precedence
10. Time Group
11. Group designation
12. Originator
13. Call sign of sending station

PRACTICE EXERCISE

Part 2

Below you see 13 elements of a message. Your job is to indicate if the element is mandatory (found in every message) or optional (found in only certain messages).

On a separate sheet of paper write the numbers 1 through 13, one below the other. Each number stands for an element in a message.

If the element is mandatory, print an M next to the element number.

If the element is optional, print an O next to the element number.

If the element is not found in a message, print an N next to the number.

DO NOT WRITE IN THIS STUDENT GUIDE

Elements of a Message

1. Originator
2. Call sign of sending station
3. Accounting information
4. The proword MESSAGE in a radio message
5. Time group
6. Call sign of receiving station
7. The prosign NR in a teletype message
8. Confirmation
9. Name of sending operator
10. Message instructions
11. Call sign of exempt station
12. Internal instructions
13. Ending sign

PRACTICE EXERCISE

Part 3

Below you see 13 examples of elements of a message. Your job is to indicate if the example is found in a radio or a teletype message.

On a separate sheet of paper write the numbers 1 through 13, one below the other. Each number stands for an example of an element.

If the example is found in a radio message, print an R next to the number.

If the example found in a teletype message, print a T next to the number.

If the example is found in both radio and teletype messages, print a B next to the number.

DO NOT WRITE IN THIS STUDENT GUIDE

Examples of Elements of a Message

1. GROUP NO COUNT is used to indicate that code groups were not counted.
2. NR is used to indicate the message/station serial number.
3. The last element in a message is the ending sign.
4. Prowords are used to send transmission instructions.
5. The text is separated from the heading and the ending.
6. Filing time is in the ending of the message.
7. ROUTINE is used to indicate fourth (lowest) precedence.
8. Three letters are used to indicate the month.
9. BT is used to separate the text from the ending.
10. Prosigns are used to show the precedence of the message.
11. AUTHENTICATION IS ___ may be part of the message.
12. Exempt stations are shown in the heading of the message.
13. The receiving operator prints "not authenticated" on the message if it was not authenticated.

ANSWERS TO PRACTICE EXERCISE

Part 1

1. H (Table 1A)
Transmission instructions are found in the heading. It includes RELAY TO/T, READ BACK/G, DO NOT ANSWER/F, RADIO CHECK/ZBK, ZEV. In a teletype message, Transmission Instructions are found on line #4.
2. T (Table 2)
Thoughts or ideas of the originator are found in the text. In a teletype message, the thoughts and ideas are found on line #13.
3. H (Table 1C)
Exempt addressee is found in the heading. It is used to show which addressees, who may receive the message, can ignore it. It can be shown by call sign or plain language designator (title and unit of addressee). In a teletype message, it is found on line #9.
4. H (Table 1B)
Date-time-group is found in the heading. It is used to show when the message was sent. It includes the day of the month, hours and minutes of the day, zone, month, and year. In a teletype message it is found on line #5 after the Precedence.
5. E (Table 3)
Filing Time is found in the ending. It is used to show when the teletype message was filed. It is similar to the date-time-group but does not include the month or year. In a teletype message it is found on line #15 after Corrections.
6. N
Signature of the radio or teletypewriter operator does not appear in a message.
7. E (Table 3)
Ending sign appears in the ending. It is used to let the receiving operator know that the sending operator is finished. It is either OVER/K or OUT/AR. It is the last part of every message. In a teletype message, it is found on line #16.

8. T (Table 2)
Internal instructions are found in the text. It is used to give special instructions. In a teletype message it is found on line #13.
9. H (Table 1B)
Precedence is found in the heading. It is used to show how important the message is. It includes FLASH/Z, IMMEDIATE/O, PRIORITY/P, or ROUTINE/R. In a teletype message it is found on line #5.
10. E (Table 3)
Time-group is found in the ending. It is used if, for some reason, the date-time-group was omitted from the heading. It is limited to the hours, minutes, and zone only. In a teletype message, it is found on line #14.
11. H (Table 1C)
Group designation is found in the heading. It is used to show how many coded groups there are in the heading. In a teletype message it is found on line #10, after Accounting information.
12. H (Table 1B)
Originator is found in the heading. It is used to show whose thoughts or ideas are found in the message. It shows the writer of the message. It can be shown as a call sign or title and-unit of originator. In a teletype message it is found on line #6.
13. H (Table 1A)
Call sign of sending station is found in the heading. It is used to show which station is sending the message. The station's call sign is similar to a telephone number. In a teletype message it is found on line #3.

ANSWERS TO PRACTICE EXERCISE

Part 2

1. M (Table 4)
Originator is mandatory. Every message has an originator, the person whose ideas and thoughts are in the text. In a radio message, the originator follows the proword FROM. In a teletype message, the originator follows the prosign FM.
2. M (Table 4)
Call sign of sending station is mandatory. Every message must show which station is sending the message. In a radio message, the call sign follows the proword THIS IS. In a teletype message, the call sign follows the prosign DE.
3. O (Table 4)
Accounting information is optional. It is only used if some agency other than the Army must pay for the message.
4. M (Table 4)
The proword MESSAGE in a radio message is mandatory. It alerts the receiving operator that he/she should be ready to copy the message.
5. O (Table 4)
Time-group is optional. It is only used if, for some reason, the date-time-group was omitted from the heading of the message. In a radio message, it follows the proword TIME. No prosign is used in a teletype message.
6. M (Table 4)
Call sign of receiving station is mandatory. The sending operator must indicate which station is to receive the message. No proword or prosign comes before the call sign of the receiving station.
7. M (Table 4)
The prosign NR in a teletype message is mandatory. It alerts the receiving operator that the number which follows is the message/station serial number.
8. C (Table 4)
Confirmation is optional. It is used only if the teletype message contains numbers or abbreviations that the sending operator wants to repeat. The numbers and abbreviations are repeated after the prosign CFN.

9. N
Name of sending operator is not found in a message.
10. O (Table 4)
Message instructions are optional. They are included only if there are special instructions.
11. O (Table 4)
Call sign of exempt station is optional. It is only used if there is a station in the collective call or net which can ignore the message. In a radio message, the call sign follows the proword EXEMPT. In a teletype message, the call sign follows the prosign XMT.
12. O (Table 4)
Internal instructions are optional.
13. M (Table 4)
Ending sign is mandatory. Every message must end with an ending sign. In a radio message it can be OVER or OUT. In a teletype message it can be K or AR.

ANSWERS TO PRACTICE EXERCISE

Part 3

1. R (Table 1C)
GROUP NO COUNT is used to indicate that code groups were not counted in a radio message. In a teletype message, the prosign GRNC has the same meaning.
2. T (Table 1A)
NR is used to indicate message/station serial number in a teletype message. In a radio message, the proword NUMBER has the same meaning.
3. B (Table 3)
The last element in both a radio or teletype message is an ending sign. In a radio message, it can be OVER or OUT. In a teletype message it can be K or AR.
4. R (Table 1A)
Prowords are used to send transmission instructions in radio messages. In teletype messages, prosigns or operating signals are used.
5. B (Table 2)
The text is separate from the heading and ending in both radio and teletype messages. In radio messages, the proword BREAK is used. In teletype messages, the prosign BT is used.
6. T (Table 3)
Filing time is in the ending of teletype messages only. It is not used for radio messages.
7. R (Table 1B)
ROUTINE is used to indicate fourth priority in radio messages. In teletype messages, the prosign R has the same meaning.
8. B (Table 1B)
Three letters are used to indicate the month in both radio and teletype messages. Month is found only in the date-time-group, not in the time group nor filing time.

9. T (Table 2 and Table 3)
BT is used to separate the text from the ending in teletype messages. It also is used to separate the text from the heading in teletype messages. In radio messages, the proword BREAK is used.
10. T (Table 1B)
Prosigns are used to show the precedence of teletype messages. Prowords are used for the same purpose in radio messages.
11. R (Table 3)
AUTHENTICATION IS _____ is used only in radio messages. Since teletype messages are generally secure, there is no need to authenticate teletype messages.
12. B (Table 1A)
Exempt stations are shown in the headings of both radio and teletype messages. In radio messages, the call sign of the exempt station follows the proword EXEMPT. In teletype messages, the call sign of the exempt station follows the prosign XMT.
- The same prowords and prosigns are used to indicate exempt addressees; that is, persons at a station who can ignore the message being sent to other persons at the station.
13. R (Table 5)
The receiving operator prints "not authenticated" on the message if it was not authenticated on radio messages. Authentication is not required for teletype messages.

A-09
05C FISEP

OBTAIN LESSON TEST FROM LEARNING SUPERVISOR

A-09 SG
05C FBSEP

REMEDICATION EXERCISE

FOR THIS REMEDIATION EXERCISE YOU MAY USE THE TABLES IN YOUR STUDENT GUIDE TO HELP YOU FIND THE ANSWER.

This Remediation Exercise has three parts. After you complete all three parts, compare your answers with those found in the Answers To Remediation Exercise. There is an explanation for each answer. Study the explanations carefully.

REMEDIATION EXERCISE

Part 1

Below you see 13 elements of a message. Your job is to indicate if the element is found in the heading, text, or ending of a message.

On a separate sheet of paper write the numbers 1 through 13, one below the other. Each number stands for an element in a message.

If the element is found in the heading, print an H next to the element number.

If the element is found in the text, print a T next to the element number.

If the element is found in the ending, print an E next to the element number.

If the element is not found in a message, print an N next to the element number.

DO NOT WRITE IN THIS STUDENT GUIDE.

Elements of a Message

- | | |
|---|----------------------------------|
| 1. Confirmation | 8. Corrections |
| 2. Call sign of receiving station | 9. Message/station serial number |
| 3. Type of equipment used to send message | 10. Information addressee |
| 4. Final instructions | 11. Message instructions |
| 5. The proword MESSAGE | 12. Internal instructions |
| 6. Thoughts or ideas of originator | 13. Accounting Information |
| 7. Action addressee | |

REMEDIATION EXERCISE

Part 2

Below you see 13 elements of a message. Your job is to indicate if the element is mandatory (found in every message) or optional (found only in certain messages).

On a separate sheet of paper write the numbers 1 through 13, one below the other. Each number stands for an element in a message.

If the element is mandatory, print an M next to the element number.

If the element is optional, print an O next to the element number.

If the element is not found in a message, print an N next to the number.

DO NOT WRITE IN THIS STUDENT GUIDE.

Elements of a Message

- | | |
|-----------------------|-------------------------------------|
| 1. Corrections | 8. Action addressee |
| 2. Final instructions | 9. Message/station serial number |
| 3. Exempt addressee | 10. Information addressee |
| 4. Precedence | 11. Transmission instructions |
| 5. Date-time-group | 12. Thoughts or ideas of originator |
| 6. Group designation | 13. Equipment used to send message |
| 7. Separations | |

REMEDIATION EXERCISE

Part 3

Below you see 13 examples of elements of a message. Your job is to indicate if the example is found in a radio or a teletype message.

On a separate sheet of paper write the numbers 1 through 13, one below the other. Each number stands for an example of an element.

If the example is found in a radio message, print an R next to the number.

If the example is found in a teletype message, print a T next to the number.

If the example is found in both radio and teletype messages, print a B next to the number.

DO NOT WRITE IN THIS STUDENT GUIDE.

Examples of Elements of a Message

1. BREAK is used to separate the heading from the text.
2. Z is used to indicate first (highest) precedence.
3. Message instructions are sent in plain language.
4. GRNC is used to indicate that groups were not counted.
5. TO is used to indicate the action addressee.
6. The first element in a message is the call sign of the receiving station.
7. TIME is used to indicate the date-time-group.
8. INFO is used to indicate the information addressee.
9. Operating Signals are used to send Message Instructions.
10. The Originator's Call Sign is put in the heading of the message.
11. CFN is used to indicate confirmed parts of the message.

Part 3 (continued)

12. MESSAGE is used to indicate that the message should be copied.
13. The receiving operator prints the date-time-group the message was received and his initials on the message.

ANSWERS TO REMEDIATION EXERCISE

Part 1

1. E (Table 3)
Confirmation appears in the ending. It is used by the sending operator before he/she repeats numbers and abbreviations in a message. In a teletype message, confirmation is found on line #14, after the date-time-group.
2. H (Table 1A)
Call sign of receiving station is found in the heading. It is the first part of every message. It is used to show which station is to receive the message. It is similar to a telephone number. In a teletype message, it is found on line #2.
3. N
Type of equipment used to send message is not included in the message.
4. E (Table 3)
Final instructions are found in the ending. They are used to send final instructions such as WAIT/AS, MORE TO FOLLOW/B, READ BACK/ZDK, and AUTHENTICATION IS _____. In a teletype message, final instructions are found on line #15, after Corrections and Filing Time.
5. H (Table 1A)
MESSAGE is found in the heading. It is used to alert the receiving operator to copy the message that follows. It is not found in teletype messages.
6. T (Table 2)
Thoughts or ideas of originator are found in the text. They can be sent in plain language or in code. In a teletype message they are found on line #12. If it is a long message, it can use more than one line.
7. H (Table 1B)
Action addressee is found in the heading. It is used to indicate who is to take some action. The action addressee can be shown by call sign or plain language designator (title and unit). In a teletype message, it is found on line #7.

8. E (Table 3)
Corrections are found in the ending. It is used to correct errors that are noticed by the sending operator at the end of the message. In a teletype message, it is found on line #15.
9. H (Table 1A)
Message/Station Serial Number is found in the heading. It is used to show how many messages have been sent to the receiving station that day. If it is the sixth message, the Message/Station Serial Number would be 6. In a teletype message it is found on line #3 after the call sign of the sending station. Message Number and Station Serial Number mean the same thing.
10. H (Table 1C)
Information addressee is found in the heading. It is used to show which addressee needs to have the information, but need not take any action. The information addressee can be shown by call sign or plain language designator (title and unit). In a teletype message, it is found on line #8.
11. H (Table 1B)
Message instructions are found in the heading. They are used to give special instructions. In a teletype message, they are found on line #5.
12. T (Table 2)
Internal instructions are found in the text. It is used to give special instructions. In a teletype message, it is found on line #12.
13. H (Table 1C)
Accounting information is found in the heading. It is used to show who is to pay for the message if it will not be paid for by the Army. In a teletype message it is found on line #10.

ANSWERS TO REMEDIATION EXERCISE

Part 2

1. O (Table 4)
Corrections are optional. If the sending operator made no errors, there is nothing to correct.
2. O (Table 4)
Final instructions are optional. If there are no final instructions, this element is omitted. When it is used, it is found in the ending of the message.
3. O (Table 4)
Exempt addressees are optional. If there are no exempt addressees, this element is omitted. In a radio message, it follows the proword EXEMPT. In a teletype message, it follows the prosign XMT.
4. M (Table 4)
Precedence is mandatory. Every message must show a precedence. It tells you how important the message is.
5. M (Table 4)
Date-time-group is mandatory. It will be found in every message. In a radio message, it follows the proword TIME. No prosign is used in teletype messages.
6. O (Table 4)
Group designation is optional. It is only used if the text of the message is sent in coded groups, each consisting of five letters. It is used to tell the receiving operator how many coded groups are in the message. If the text of the message is NOT in code, this element is omitted. When used, it is found in the heading. In a radio message, the group count follows the proword GROUPS. In a teletype message, the group count follows the prosign GR.
7. M (Table 4)
Separations are mandatory. There are two separations in every message, one to separate the text from the heading and the other to separate the text from the ending. In radio messages, the proword BREAK is used to show separation. In teletype messages, the prosign BT is used to show separation.

8. M (Table 4)
Action addressee is mandatory. The action addressee is the person who must take some action. In a radio message, it is printed (spoken) after the proword TO. In a teletype message, it is typed after the prosign TO.
9. M (Table 4)
Message/station serial number is mandatory. It is found in every message. In a radio message the number is spoken after the proword NUMBER. In a teletype message, the number is typed after the prosign NR.
10. O (Table 4)
Information addressee is optional. It is only used if there is an information addressee. In a radio message, it follows the proword INFO. In a teletype message it follows the prosign INFO.
11. O (Table 4)
Transmission instructions are optional. They are only used if there are special transmission instructions such as "relay to," "read back," "do not answer," "words twice," "radio check," "teletype check," or "acknowledge message."
12. M (Table 4)
Thoughts or ideas of originator are mandatory. If there were no thoughts or ideas to be sent there is no reason to send a message.
13. N
Equipment used to send message is not found in a message.

ANSWERS TO REMEDIATION EXERCISE

Part 3

1. R (Table 2)
BREAK is used to separate the heading from the text in radio messages. BT is used for the same purpose in teletype messages.
2. T (Table 1B)
Z is used to indicate first (highest) precedence in teletype messages. FLASH is used for the same purpose in radio messages.
3. R (Table 1B)
Message instructions are sent in plain language in radio messages. In teletype messages, operating signals are used to send message instructions.
4. T (Table 1C)
GRNC is used to indicate that code groups were not counted in teletype messages. In radio messages, GROUPS NO COUNT has the same meaning.
5. B (Table 1B)
TO is used to indicate the action addressee in both radio and teletype messages.
6. B (Table 1A)
The first element in a message is the call sign of the receiving station in both radio and teletype messages.
7. R (Table 1B)
TIME is used to indicate the date-time-group in radio messages. There is no prosign used to indicate the date-time-group in teletype messages.
8. B (Table 1C)
INFO is used to indicate the information addressee in both radio and teletype messages.
9. T (Table 1B)
Operating signals are used to send message instructions in teletype messages. In radio messages, message instructions are sent in plain language.

10. B (Table 1B)
Originator's Call Sign is put in the heading of both radio and teletype messages. In radio messages, the originator's call sign follows the proword FROM. In teletype messages, the originator's call sign follows the prosign FM.
11. T (Table 3)
CFN is used to indicate confirmed parts of a message in teletype messages. Confirmation of parts of a message is not done for radio messages.
12. R (Table 1A)
MESSAGE is used to indicate that a radio message should be copied. There is no prosign to indicate that a teletype message should be copied, because the receiving teletypewriter automatically copies the message.
13. R (Table 5)
The receiving operator prints the date-time-group the message was received and his/her initials on radio messages. This entry is not required on teletype messages.

OBTAIN REMEDIATION TEST FROM LEARNING SUPERVISOR

A-09 SG
05C FBSEP

LESSON TEST FOR A-09

You will need some paper and a pencil to do this Lesson Test. It contains 39 items. Each item tests the objective that you learned in this lesson. Each item is worth one point. You must get 32 out of 39 total points to pass this test. Write your answers on a separate sheet of paper. DO NOT WRITE ON THIS TEST.

This test has 3 parts. Do the following to prepare for the test.

1. Get a sheet of paper and in the upper right hand corner, PRINT your last name, first name, and middle initial.
2. In the center of the top line, PRINT Lesson Test A-09.
3. On the next line, PRINT Part 1, Part 2, and Part 3 as shown below.

YOUR NAME		
LESSON TEST A-09		
<u>Part 1</u>	<u>Part 2</u>	<u>Part 3</u>

FOR THIS TEST YOU MAY LOOK AT THE TABLES IN YOUR STUDENT GUIDE TO HELP YOU FIND THE ANSWERS.

4. Now move on to the next page.

Part 1

Below you see 13 elements which might be found in a message.

Under Part 1 of your paper, write the numbers 1 through 13, one below the other. Each number stands for an element.

If the element is found in the heading of a message, print H next to the element number.

If the element is found in the text of a message, print T next to the element number.

If the element is found in the ending of a message, print E next to the element number.

If the element is not found in a message, print N next to the element number.

DO NOT WRITE ON THIS LESSON TEST.

Elements of a Message

1. Confirmation
2. Call sign of receiving station
3. Type of equipment used to send message
4. Final instructions
5. The proword MESSAGE
6. Thoughts or ideas of originator
7. Action addressee
8. Corrections
9. Message/station serial number
10. Information addressee
11. Message instructions
12. Internal instructions
13. Accounting information

Part 2

Below you see 13 elements which might be found in a message.

Under Part 2 of your paper, write the numbers 1 through 13, one below the other. Each number stands for an element in a message.

If the element is mandatory, print an M next to the element number.

If the element is optional, print an O next to the element number.

If the element is not found in a message, print an N next to the element number.

DO NOT WRITE ON THIS LESSON TEST

Elements of a Message

1. Corrections
2. Final instructions
3. Exempt addressee
4. Precedence
5. Date-time-group
6. Group designation
7. Separations
8. Action addressee
9. Message number
10. Information addressee
11. Transmission instructions
12. Thoughts or ideas of originator
13. Equipment used to send message

Part 3

Below you see 13 examples of elements of a message.

Under Part 3 of your paper, write the numbers 1 through 13, one below the other. Each number stands for an example of an element.

If the example is found in a radio message, print an R next to the number.

If the example is found in a teletype message, print a T next to the number.

If the example is found in both radio and teletype messages, print a B next to the number.

DO NOT WRITE ON THIS LESSON TEST.

Examples of Elements of a Message

1. BREAK is used to separate the heading from the text.
2. Z is used to indicate first (highest) precedence.
3. Message instructions are sent in plain language.
4. GRNC is used to indicate that groups were not counted.
5. TO is used to indicate the action addressee.
6. The first element in a message is the call sign of the receiving station.
7. TIME is used to indicate the date-time-group.
8. INFO is used to indicate the information addressee.
9. Operating Signals are used to send Message Instructions.
10. The Originator's Call Sign is put in the heading of the message.
11. CFN is used to indicate confirmed parts of the message.
12. MESSAGE is used to indicate that the message should be recorded.
13. The receiving operator prints the date-time-group that the message was received and his/her initials on the message.

REMEDIATION TEST FOR A-09

You will need some paper and a pencil to do this Remediation Test. It contains 39 items. Each item tests the objective that you learned in this lesson. Each item is worth one point. You must get 32 out of 39 total points to pass this test. Write your answers on a separate sheet of paper. DO NOT WRITE ON THIS TEST.

This test has 3 parts. Do the following to prepare for the test.

1. Get a sheet of paper and in the upper right hand corner, PRINT your last name, first name, and middle initial.
2. In the center of the top line, PRINT Remediation Test A-09.
3. On the next line, PRINT Part 1, Part 2, and Part 3 as shown below.

YOUR NAME		
REMEDIATION TEST A-09		
<u>Part 1</u>	<u>Part 2</u>	<u>Part 3</u>

FOR THIS TEST YOU MAY LOOK AT THE TABLES IN YOUR STUDENT GUIDE TO HELP YOU FIND THE ANSWERS.

4. Now move on to the next page.

REMEDIATION TEST

Part 1

Below you see 13 elements which might be found in a message.

Under Part 1 of your paper, write the numbers 1 through 13, one below the other. Each number stands for an element.

If the element is found in the heading of a message, print H next to the element number.

If the element is found in the text of a message, print T next to the element number.

If the element is found in the ending of a message, print E next to the element number.

If the element is not found in a message, print N next to the element number.

DO NOT WRITE ON THIS REMEDIATION TEST.

Elements of a Message

- | | |
|------------------------------------|----------------------------------|
| 1. Transmission instructions | 8. Internal instructions |
| 2. Thoughts or ideas of originator | 9. Precedence, |
| 3. Exempt addressee | 10. Time Group |
| 4. Date-time-group | 11. Group designation |
| 5. Filing time | 12. Originator |
| 6. Signature of operator | 13. Call sign of sending station |
| 7. Ending sign | |

REMEDICATION TEST

Part 2

Below you see 13 elements which might be found in a message.

Under Part 2 of your paper, write the numbers 1 through 13, one below the other. Each number stands for an element in a message.

If the element is mandatory, print an M next to the element number.

If the element is optional, print an O next to the element number.

If the element is not found in a message, print an N next to the element number.

DO NOT WRITE ON THIS REMEDIATION TEST.

Elements of a Message

- | | |
|---|---------------------------------|
| 1. Originator | 8. Confirmation |
| 2. Call sign of sending station | 9. Name of sending operator |
| 3. The proword MESSAGE in a radio message | 10. Message instructions |
| 4. Accounting information | 11. Call sign of exempt station |
| 5. Time-group | 12. Internal instructions |
| 6. Call sign of receiving station | 13. Ending sign |
| 7. The prosign NR in a teletype message | |

REMEDIATION TEST

Part 3

Below you see 13 examples of elements of a message.

Under Part 3 of your paper, write the numbers 1 through 13, one below the other. Each number stands for an example of an element.

If the example is found in a radio message, print an R next to the number.

If the example is found in a teletype message, print a T next to the number.

If the example is found in both radio and teletype messages, print a B next to the number.

DO NOT WRITE IN THIS REMEDIATION TEST.

Examples of Elements of a Message

1. GROUP NO COUNT is used to indicate code groups not counted.
2. NR is used to indicate the message/station serial number.
3. The last element in a message is the ending sign.
4. Prowords are used to send transmission instructions.
5. The text is separated from the heading and the ending.
6. Filing time is in the ending of the message.
7. ROUTINE is used to indicate fourth (lowest) precedence.
8. Three letters are used to indicate the month.
9. BT is used to separate the text from the ending.
10. Prosigns are used to show the precedence of the message.
11. AUTHENTICATION IS ____ may be part of the message.

(continued)

12. Exempt stations are shown in the heading of the message.
13. The receiving operator prints "not authenticated" on the message if it was not authenticated.

A-09 RT
05C FBSEP

ANSWER KEY FOR LESSON TEST A-09

This answer key contains the correct responses for Lesson Test A-09. Each question is worth one point. Students must get 32 out of 39 total points to pass this test.

Part 1

1. E
2. H
3. N
4. E
5. H
6. T
7. H
8. E
9. H
10. H
11. H
12. T
13. H

Part 2

1. O
2. O
3. O
4. M
5. M
6. O
7. M
8. M
9. M
10. O
11. O
12. M
13. N

Part 3

1. R
2. T
3. R
4. T
5. B
6. B
7. R
8. B
9. T
10. B
11. T
12. R
13. R

ANSWER KEY FOR REMEDIATION TEST A-09

This answer key contains the correct responses for Remediation Test A-09. Each item is worth one point. Students must get 32 out of 39 total points to pass this test.

<u>Part 1</u>	<u>Part 2</u>	<u>Part 3</u>
1. H	1. M	1. R
2. T	2. M	2. T
3. H	3. M	3. B
4. H	4. O	4. R
5. E	5. O	5. B
6. N	6. M	6. T
7. E	7. M	7. R
8. T	8. O	8. B
9. H	9. N	9. T
10. E	10. O	10. T
11. H	11. O	11. R
12. H	12. O	12. B
13. H	13. M	13. R

END

FILMED

8-83

DTIC